



Direktorat Sekolah Menengah Pertama  
Direktorat Jenderal Pendidikan Anak Usia Dini,  
Pendidikan Dasar, dan Pendidikan Menengah  
Kementerian Pendidikan dan Kebudayaan RI

**MODUL PEMBELAJARAN JARAK JAUH  
PADA MASA PANDEMI COVID-19  
UNTUK JENJANG SMP**

Mata pelajaran

# **BAHASA INGGRIS**

Semester Genap

**KELAS  
VIII**





**MODUL PEMBELAJARAN JARAK JAUH  
PADA MASA PANDEMI COVID-19 UNTUK JENJANG SMP**  
Mata Pelajaran Bahasa Inggris – Kelas VIII Semester Genap

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## Kata Pengantar

Puji Syukur kehadiran Allah SWT, karena atas limpahan rahmat-Nya, kami dapat melaksanakan salah satu tugas dan fungsi Direktorat Sekolah Menengah Pertama (SMP) yang tertuang dalam Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor: 9 Tahun 2020, tentang Perubahan atas Peraturan Menteri Pendidikan dan Kebudayaan Nomor: 45 Tahun 2019, tentang Organisasi dan Tata Kerja Kementerian Pendidikan dan Kebudayaan, antara lain “pelaksanaan kebijakan penjaminan mutu di bidang penilaian pada sekolah menengah pertama” dan “fasilitasi penyelenggaraan di bidang penilaian pada sekolah menengah pertama”.

Sejalan dengan pelaksanaan tugas dan fungsi tersebut serta beberapa kebijakan dan regulasi terkait lainnya, khususnya kebijakan dan regulasi yang terkait dengan pelaksanaan pendidikan pada masa pandemi Covid-19, kami telah berhasil menyusun sejumlah modul dari sembilan mata pelajaran, yang disesuaikan dengan kebijakan kurikulum kondisi khusus dan pelaksanaan Pembelajaran Jarak Jauh (PJJ) pada masa pandemi Covid-19 untuk jenjang Sekolah Menengah Pertama (SMP). Selain itu, telah dihasilkan pula buku Pedoman Pengelolaan Pembelajaran Jarak Jauh jenjang SMP pada masa pandemi Covid-19. Penyiapan dokumen-dokumen tersebut dilakukan dalam rangka mendukung pelaksanaan kebijakan penjaminan mutu dan pemberian fasilitasi penyelenggaraan pendidikan, khususnya untuk jenjang SMP pada masa pandemi Covid-19 ini.

Besar harapan kami, agar dokumen-dokumen yang telah dihasilkan oleh Direktorat SMP bersama tim penulis yang berasal dari unsur akademisi dan praktisi pendidikan tersebut, dapat dimanfaatkan secara optimal oleh semua pihak terkait, baik dari unsur dinas pendidikan kabupaten/kota, para pendidik, dan tenaga kependidikan, sehingga pada akhirnya dapat menjadi bagian alternatif yang dapat membantu sekolah dalam penyelenggaraan pendidikan.

Kami menyadari bahwa dokumen yang dihasilkan ini masih terdapat banyak kekurangan. Oleh karena itu, kami sangat mengharapkan kritik dan saran dari berbagai pihak, untuk perbaikan dan penyempurnaan lebih lanjut.

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Direktur Sekolah Menengah Pertama,



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# Pendahuluan

Modul ini merupakan bahan ajar berseri yang dirancang untuk Ananda gunakan dalam belajar mandiri. Modul ini akan membantu dan memberikan pengalaman belajar yang bermakna bagi Ananda untuk mencapai kompetensi yang dituju secara mandiri.

Sebagai bahan ajar, unsur-unsur pokok modul ini terdiri atas (a) tujuan pembelajaran, (b) aktivitas pembelajaran, dan (c) evaluasi. Tujuan pembelajaran menjadi sasaran penguasaan kompetensi yang dituju dalam belajar. Aktivitas pembelajaran berupa aktivitas-aktivitas yang Ananda akan lakukan agar memperoleh pengalaman-pengalaman belajar yang bermakna dalam mencapai tujuan pembelajaran. Evaluasi ialah proses penentuan kesesuaian antara proses dan hasil belajar dengan tujuan pembelajaran. Dalam hal ini, evaluasi bertujuan untuk memberikan latihan sekaligus mengukur tingkat ketercapaian kompetensi yang Ananda peroleh sesuai dengan tujuan pembelajaran yang telah ditetapkan pada bagian awal modul.

Modul ini menggunakan pendekatan belajar tuntas. Dalam hal ini Ananda harus mencapai tingkat ketuntasan kompetensi tertentu sebelum Ananda melanjutkan untuk pencapaian kompetensi selanjutnya pada modul berikutnya.

Belajar mandiri ialah proses belajar aktif yang Ananda akan lakukan dengan menggunakan modul ini. Dalam belajar aktif tersebut dibutuhkan dorongan niat atau motif Ananda untuk menguasai kompetensi yang telah ditetapkan pada bagian awal modul. Sasaran utama dalam belajar mandiri tersebut ialah Ananda dapat memperoleh kompetensi yang telah ditetapkan serta memperoleh kemandirian dalam belajar.

Aktivitas pembelajaran dalam modul ini berpusat pada diri Ananda, bukan pada guru maupun materi ajar. Artinya, Ananda merupakan subjek yang aktif dan bertanggung jawab dalam pembelajaran Ananda sendiri sesuai dengan kecepatan belajar Ananda.

Strategi pembelajaran dalam modul ini memfasilitasi pengalaman belajar bermakna. Selain memperoleh kompetensi utama, yaitu kompetensi yang ditetapkan pada tujuan pembelajaran, Ananda juga akan memperoleh pengalaman belajar terkait dengan pengembangan karakter, literasi, berpikir kritis, kreativitas, kolaborasi, dan komunikasi efektif.

Modul ini juga dapat digunakan oleh orang tua Ananda secara mandiri untuk mendukung aktivitas belajar Ananda di rumah. Dukungan orang tua sangat diharapkan agar Ananda benar-benar memiliki kebiasaan belajar yang mandiri dan bertanggungjawab. Orang tua juga diharapkan menyediakan diri untuk berdiskusi dan terlibat dalam aktivitas belajar jika Ananda membutuhkannya.

Aktivitas-aktivitas belajar Ananda dalam modul ini sedapat mungkin memaksimalkan potensi semua sumber belajar yang ada di lingkungan sekitar Ananda. Amatilah dan manfaatkanlah.

Setiap aktivitas pembelajaran dapat disesuaikan dengan kondisi Ananda, orang tua, guru, sekolah, dan lingkungan sekitar. Bagaimana pun utamakan kesehatan. Jangan melakukan hal-hal yang membahayakan kesehatan diri sendiri, keluarga, guru, sekolah, dan lingkungan Ananda.

Tetap semangat dan selamat belajar!







**Modul**

**1**



**My Unforgettable  
Experience**



## Kompetensi Dasar

### 3.3

- Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *personal recount* lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

### 4.3 Teks Recount

#### 4.3.1

- Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*).

#### 4.3.2

- Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.



# Peta Kompetensi





# Tujuan Pembelajaran

Pembelajaran ke-	Tujuan Pembelajaran
1	<ol style="list-style-type: none"><li>1. Melalui kegiatan menjodohkan gambar emoticon dengan artinya, siswa dapat mengidentifikasi makna emoticon yang diberikan dengan tepat.</li><li>2. Melalui kegiatan memilih emoticon yang tepat, siswa dapat menyebutkan perasaan saat pertama kali belajar di SMP beserta alasannya dengan tepat.</li><li>3. Melalui kegiatan membaca monolog, siswa dapat mengklasifikasi perasaan penulis dengan tepat.</li><li>4. Melalui kegiatan menentukan pernyataan benar atau salah yang diberikan, siswa dapat mengidentifikasi kegiatan yang dilakukan di waktu lampau dengan tepat.</li><li>5. Melalui kegiatan menuliskan kata kerja bentuk pertama dari kata-kata yang diambil dari teks monolog, siswa dapat mengidentifikasi bentuk-bentuk kata kerja <i>past</i> dan <i>present</i> dengan tepat.</li><li>6. Melalui kegiatan membaca judul-judul teks, siswa dapat menentukan <i>present</i> dan <i>past events</i> dengan tepat.</li><li>7. Melalui kegiatan membaca monolog, siswa dapat menuliskan kegiatan-kegiatan yang dapat dilakukan di pantai ketika berlibur dengan tepat.</li><li>8. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku kerjasama, tanggung jawab, dan percaya diri.</li><li>9. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.</li></ol>

Pembelajaran ke-	Tujuan Pembelajaran
	10. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi.
2	<ol style="list-style-type: none"> <li>1. Melalui kegiatan menyimak teks yang dibacakan oleh guru, siswa dapat menangkap informasi dalam teks dengan menyatakan pernyataan tersebut benar atau salah dengan tepat.</li> <li>2. Melalui kegiatan menyimak teks yang dibacakan oleh guru, siswa dapat menyebutkan kata kerja lampau yang terdapat di dalam teks dengan benar.</li> <li>3. Melalui kegiatan membaca teks, siswa dapat menemukan informasi-informasi penting, khususnya fungsi sosial, yang terkandung di dalam teks dengan benar.</li> <li>4. Melalui kegiatan membaca tabel, siswa dapat memahami fitur dalam sebuah teks <i>personal recount</i> dengan benar.</li> <li>5. Melalui kegiatan membaca tabel, siswa dapat menentukan struktur teks dalam sebuah teks <i>personal recount</i> dengan benar.</li> <li>6. Melalui kegiatan membaca teks, siswa dapat menuliskan kembali beberapa kata yang termasuk ke kelompok kata ganti orang ketiga, kata kerja lampau, dan kata penghubung waktu dengan tepat.</li> <li>7. Melalui kegiatan membaca tabel, siswa dapat menentukan unsur kebahasaan yang terdapat dalam sebuah teks <i>personal recount</i> dengan cermat.</li> <li>8. Melalui kegiatan melengkapi tabel, siswa dapat menemukan kata kerja bentuk saat ini (<i>present verbs</i>) dari kata kerja bentuk lampau (<i>past verbs</i>) yang disajikan dengan tepat.</li> <li>9. Melalui kegiatan membaca tabel, siswa dapat menjelaskan konsep dari kata kerja beraturan (<i>regular verbs</i>) dan kata kerja tidak beraturan (<i>irregular verbs</i>) dengan cermat.</li> <li>10. Melalui kegiatan membaca teks, siswa dapat menyebutkan informasi-informasi yang terdapat di dalam teks dengan tepat.</li> </ol>

Pembelajaran ke-	Tujuan Pembelajaran
	<ol style="list-style-type: none"> <li>11. Melalui kegiatan membandingkan dua teks <i>personal recount</i>, siswa dapat menuliskan fungsi sosial dari kedua teks tersebut dengan tepat.</li> <li>12. Melalui kegiatan membandingkan dua teks <i>personal recount</i>, siswa dapat menentukan struktur teks dari kedua teks tersebut dengan tepat.</li> <li>13. Melalui kegiatan membandingkan dua teks <i>personal recount</i>, siswa dapat menuliskan kembali kata kerja bentuk lampau yang ada pada kedua teks tersebut dengan tepat.</li> <li>14. Melalui kegiatan membandingkan dua teks <i>personal recount</i>, siswa dapat menemukan kata kerja bentuk saat ini (<i>present verbs</i>) dari kata kerja bentuk lampau (<i>past verbs</i>) dari kedua teks tersebut dengan tepat.</li> <li>15. Melalui kegiatan membandingkan dua teks <i>personal recount</i>, siswa dapat menentukan mana kelompok kata yang termasuk kata kerja beraturan (<i>regular verbs</i>) dan kata kerja tidak beraturan (<i>irregular verbs</i>) dari kedua teks tersebut dengan tepat.</li> <li>16. Melalui kegiatan mendengarkan cerita yang dibacakan guru, siswa dapat menemukan informasi yang secara eksplisit dinyatakan di dalam teks dengan tepat.</li> <li>17. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku kerjasama, tanggung jawab, dan percaya diri.</li> <li>18. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.</li> <li>19. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi.</li> </ol>
3	<ol style="list-style-type: none"> <li>1. Melalui kegiatan mengamati gambar, siswa dapat mengartikan kata-kata yang diberikan dan menghubungkan dengan gambar yang diamati dengan memberikan tanda centang dengan benar.</li> </ol>



Pembelajaran ke-	Tujuan Pembelajaran
	<ol style="list-style-type: none"> <li>2. Melalui kegiatan membaca teks, siswa dapat menjawab pertanyaan-pertanyaan terkait isi teks dengan tepat.</li> <li>3. Melalui kegiatan melengkapi skema struktur teks, siswa dapat menyebutkan susunan teks <i>personal recount</i> yang tepat.</li> <li>4. Melalui kegiatan yang telah dilakukan, siswa dapat menceritakan kembali cerita yang telah dibaca dengan tepat.</li> <li>5. Melalui kegiatan menjodohkan gambar dengan kata-kata yang benar, siswa dapat menyebutkan kata-kata yang akan ditemui dalam teks yang akan dibaca dengan benar.</li> <li>6. Melalui kegiatan menjawab pertanyaan, siswa dapat memprediksi cerita yang akan dibaca dengan tepat.</li> <li>7. Melalui kegiatan mendengarkan cerita, siswa dapat menyatakan pernyataan-pernyataan yang diberikan benar atau salah.</li> <li>8. Melalui kegiatan menjodohkan gambar acak, siswa dapat menceritakan kembali cerita di gambar dengan bahasa sendiri dengan benar.</li> <li>9. Melalui kegiatan bertanya jawab tentang gambar yang ditampilkan, siswa dapat menyebutkan topik cerita yang akan dibaca dengan benar.</li> <li>10. Melalui kegiatan membaca penjelasan dan melengkapi bagan, siswa dapat membuat rencana untuk tulisan yang akan dibuat dengan benar.</li> <li>11. Melalui kegiatan membuat teks <i>personal recount</i> tulis, siswa dapat menyusun teks <i>personal recount</i> tulis dengan benar.</li> <li>12. Melalui kegiatan membaca gambar, siswa dapat memprediksi benda dan kegiatan yang mungkin dilakukan dengan tepat.</li> <li>13. Melalui kegiatan diskusi bersama teman, siswa dapat menyusun teks <i>personal recount</i> lisan dengan benar.</li> <li>14. Melalui kegiatan mendengarkan sebuah cerita, siswa dapat menangkap makna lisan dari sebuah teks <i>personal recount</i> lisan dengan tepat.</li> </ol>

Pembelajaran ke-	Tujuan Pembelajaran
	<ol style="list-style-type: none"> <li>15. Melalui kegiatan diskusi bersama orang tua, siswa dapat menulis teks <i>personal recount</i> dengan benar.</li> <li>16. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku kerjasama, tanggung jawab, dan percaya diri.</li> <li>17. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.</li> <li>18. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi.</li> </ol>
4	<ol style="list-style-type: none"> <li>1. Melalui kegiatan mengamati beberapa gambar, siswa dapat menceritakan hobi yang dimiliki dan pengalaman mengikuti kompetisi sesuai dengan pengalaman pribadi siswa dengan benar.</li> <li>2. Melalui kegiatan membaca teks, siswa dapat menyebutkan informasi yang disampaikan di dalam teks dengan cermat.</li> <li>3. Melalui kegiatan mengamati gambar, siswa dapat pertanyaan berhubungan dengan gambar yang diajukan dengan benar.</li> <li>4. Melalui kegiatan mendengarkan cerita, siswa dapat menjawab pertanyaan yang diberikan dengan tepat.</li> <li>5. Melalui kegiatan melengkapi bagan, siswa dapat membuat kerangka teks <i>personal recount</i> tentang perlombaan yang pernah diikuti dengan benar.</li> <li>6. Melalui kegiatan menulis sebuah teks <i>personal recount</i>, siswa dapat menggunakan pengetahuan yang dimiliki sebelumnya dengan cermat.</li> <li>7. Melalui kegiatan mengamati gambar, siswa dapat menyusun teks lisan tentang pengalaman berkemah dengan menggunakan bahasa sendiri dengan tepat.</li> <li>8. Melalui kegiatan mendengarkan cerita, siswa dapat menjawab pertanyaan yang diberikan dengan tepat.</li> <li>9. Melalui kegiatan membaca konteks yang diberikan, siswa dapat membuat kerangka teks <i>personal recount</i> tentang pengalaman</li> </ol>

Pembelajaran ke-	Tujuan Pembelajaran
	<p>kunjungan lapangan bersama teman-teman sekolah dengan benar.</p> <p>10. Melalui kegiatan mencremati kerangka teks pada kegiatan sebelumnya, siswa dapat menukis teks <i>personal recount</i> tentang pengalaman kunjungan lapangan bersama teman-teman sekolah dengan benar.</p> <p>11. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku kerjasama, tanggung jawab, dan percaya diri.</p> <p>12. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.</p>



## Peran Guru & Orang Tua

Pembelajaran ke-	Peran Guru	Peran Orang Tua
1	<ol style="list-style-type: none"><li>1. Memperkenalkan berbagai emoticon.</li><li>2. Meminta siswa mengingat kembali perasaan saat pertama kali di SMP.</li><li>3. Meminta siswa mengklasifikasikan kegiatan berdasarkan monolog yang diberikan.</li><li>4. Membantu siswa membaca kalimat-kalimat yang diberikan.</li><li>5. Mengarahkan siswa mengamati kalimat dan menjelaskan maksud dari kata-kata yang diwarnai.</li><li>6. Membantu siswa mengidentifikasi dan mencari bentuk lampau kata kerjanya.</li></ol>	<ol style="list-style-type: none"><li>1. Membimbing anak menemukan emoticon yang ada di HP atau media lain.</li><li>2. Membantu mengingatkan kembali apa yang dirasakan anak ketika belajar di SMP pertama kali.</li><li>3. Membantu anak membaca monolog.</li><li>4. Mendampingi anak mengerjakan aktivitas.</li><li>5. Membantu anak memeriksa bentuk kata-kata kerja di kamus</li><li>6. Mendampingi anak mengerjakan tugas yang diberikan.</li></ol>
2	<ol style="list-style-type: none"><li>1. Memberikan contoh cara membaca teks untuk kegiatan menyimak.</li><li>2. Memberikan beberapa contoh lain dari teks <i>personal recount</i>.</li><li>3. Menjelaskan dengan bahasa yang lebih dimengerti siswa terkait konsep fungsi sosial, unsur teks, dan unsur</li></ol>	<ol style="list-style-type: none"><li>1. Mendampingi anak ketika sedang mempelajari konsep teks <i>personal recount</i>.</li><li>2. Menjadi penghubung dengan guru ketika anak mengalami kesulitan belajar.</li><li>3. Jika memungkinkan, dapat membantu</li></ol>

Pembelajaran ke-	Peran Guru	Peran Orang Tua
	kebahasaan dari sebuah teks <i>personal recount</i> . 4. Menjawab pertanyaan siswa yang mengalami kesulitan belajar	memberikan contoh sebuah teks <i>personal recount</i> yang dekat dengan kehidupan anak.
3	1. Menggali pengetahuan siswa terkait kata-kata yang ada di skema. 2. Menggali berbagai pengalaman yang telah dialami 3. Menyediakan kamus bila diperlukan 4. Mendampingi kegiatan, membantu siswa bila diperlukan 5. Menggali pengetahuan siswa gambar yang diamati. 6. Membimbing siswa menemukan arti kata dan kaitannya dengan gambar	1. Membantu mengingatkan cerita mengenai kegiatan yang liburan yang pernah dilakukan bersama-sama keluarga. 2. Menyediakan kamus bila diperlukan 3. Mendampingi kegiatan, membantu anak bila diperlukan 4. Menyediakan kamus 5. Mendampingi anak membaca
4	1. Membimbing siswa membaca 2. Membimbing siswa mengidentifikasi bagian-bagian cerita 3. Membimbing siswa membuat cerita secara mandiri	1. Mendampingi kegiatan, membantu bila diperlukan 2. Menyediakan kamus 3. Mendampingi anak membaca 4. Menjadi penghubung dengan guru ketika anak mengalami kesulitan belajar.



# Lesson 1

## What Do You Know about It?

At the end of the lesson, you will be able to explain various kinds of information about personal experiences.

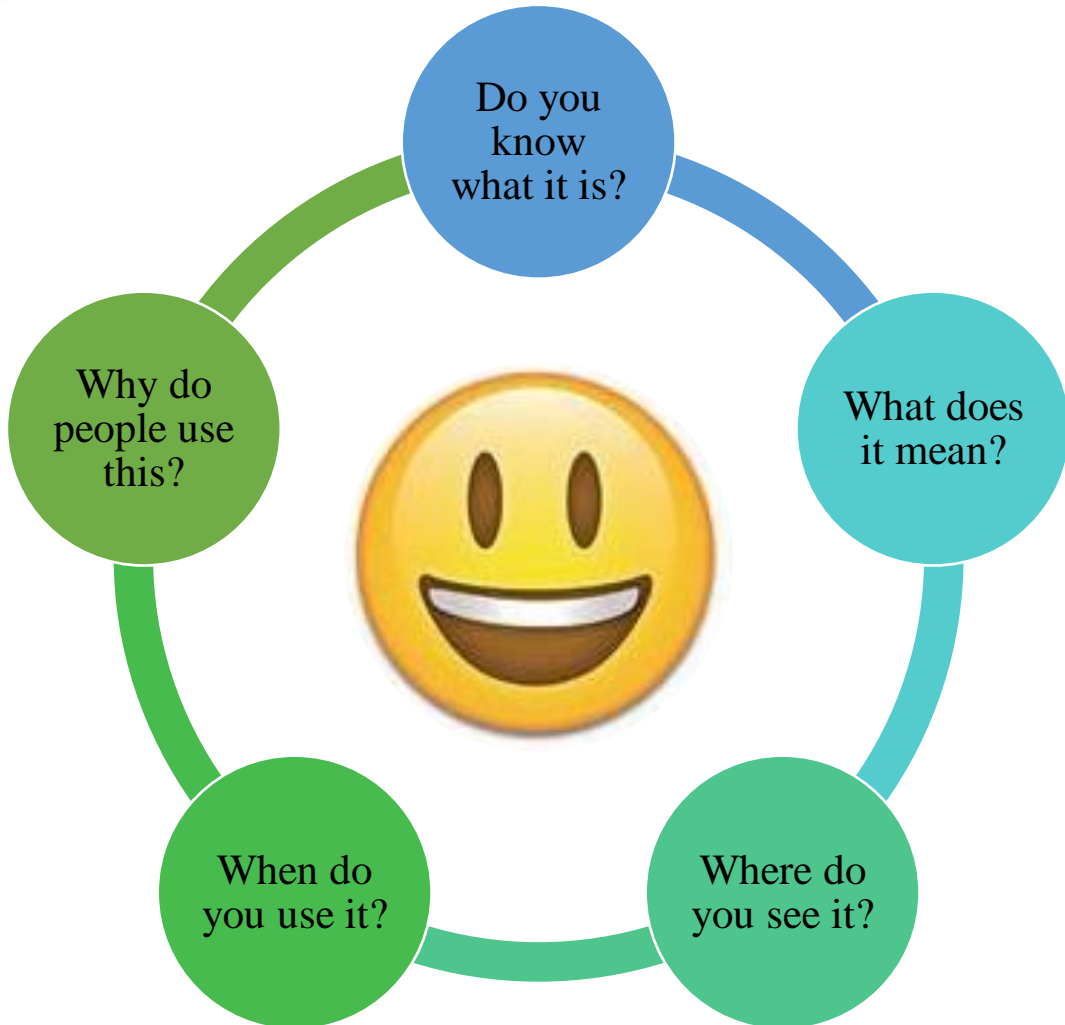


## Let's Get Ready



**You must be familiar with this icon. Pay attention to the icon and answer the questions.**

*Ananda pasti mengenal ikon ini. Perhatikan ikon tersebut dan jawablah pertanyaan-pertanyaannya!*



It is a happy emoticon. Emoticon or an emotion icon is a pictorial representation of a facial expression using characters to express a person's feelings or mood. Let's find the other emoticons expressing other feelings.

## Let's Study



### Activity 1

Draw lines between the emoticons and the represented feelings.

*Tariklah garis antara gambar emoticon dan perasaan yang diwakilinya!*



• happy



• angry



• sad



• shy



• embarrassed



• worried



• surprised



• silly



## Activity 2

Write the feelings based on the different situations as stated below.

*Tuliskan perasaan berdasarkan beberapa situasi yang berbeda di bawah ini.*

No	Situations	Feelings
1.	My parents gave me a thing that I dreamt of as a birthday present.	happy
2.	My friend told that the teacher caught him cheating in the test.	
3.	The teacher told us that we would have a trip to the countryside.	
4.	My parents said that I had to stay alone at home as they would be home late.	
5.	We are watching a movie entitled 'Malam Jumat Kliwon' now.	
6.	I won an English speech contest.	
7.	My old friend phoned me.	
8.	I needed a rubber but I couldn't find it. My friend took it without my permission.	
9.	My friend told me that I wore socks in different colors.	
10.	I said something and my friend told me that it was wrong.	



### Activity 3

**Remember the first time you met your friends at your school. How did you feel? Select the suitable emoticon and explain your reason.**

*Ingatlah ketika pertama kali Ananda bertemu teman-teman di sekolah! Apa yang Ananda rasakan? Pilihlah emoticon yang sesuai dan jelaskan alasannya!*



Picture 1

At that time, I felt happy because I met new friends. How about you?

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#### Activity 4

**Listen to your teacher and answer the following questions.**

*Dengarkan guru Ananda dan jawablah pertanyaan-pertanyaan berikut ini!*

1. What is the happiest moment in the speaker's life?

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2. Why did the speaker want to study there?

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3. Who inspired her?

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4. What makes it difficult to join the school?

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5. What did the speaker do to make her dream come true?

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**The listening script is available at the end of this lesson.**



### Activity 5

**Demonstrate the monolog below and complete the chart.**

*Peragakan monolog di bawah ini dan lengkapi grafiknya!*

Hi. I'm Irna, a student of grade eight now. I study at SMP Negeri 1 Manokwari. I love my school, teacher and classmates though at first I didn't. When I entered this school for the first time, I felt shy and unhappy. Well, I was actually glad to study at this school as it was one of the best schools in town. I was curious about my new school, of course, but I was just worried about everything. I thought my teachers would be very scary. I was also worried about my friends who would bully me and make me sad and angry. I was so upset that I could not understand the lesson. However, now after a year and a half I find everything run well. I feel very embarrassed and silly because it's not as I thought. I am surprised that I have a lot of friends. Besides, my teachers are also friendly and helpful. The lesson is sometimes difficult but I can manage it. I'm a happy student now.

Irna's feelings at the beginning	Irna's feelings now





### Activity 6

What did you do at the first time you studied at the junior high school?  
Give a tick (✓) in the the right column.

Apa yang Ananda lakukan ketika pertama kali belajar di SMP? Berikan tanda centang (✓) pada kolom yang sesuai!

No	Activity	Yes	No
1.	The teacher <b>greeted</b> all of the new students warmly.	✓	
2.	The teacher <b>explained</b> the information about the school clearly.		
3.	I <b>did not listen</b> to the teacher's explanation.		
4.	The teacher <b>did not shake</b> my hand.		
5.	The teacher <b>gave</b> a special gift.		
6.	I <b>introduced</b> myself to the other new students in front of the class.		
7.	All students <b>greeted</b> the teacher.		
8.	All of my friends <b>did not talk</b> to one another.		
9.	I <b>spoke</b> a lot with my new friends.		
10.	I <b>spoke</b> a little with the friends next to me.		
11.	I <b>described</b> myself to my new friends.		
12.	I <b>made</b> new friends easily.		



### Activity 7

All words in green are past verbs. Rewrite them here. The Indonesian version may help you.

*Semua kata-kata yang berwarna hijau merupakan kata kerja dalam bentuk lampau. Tuliskan kata-kata tersebut di sini! Kata-kata tersebut dalam Bahasa Indonesia dapat membantu Ananda.*

No	Past Verb	Bahasa Indonesia
1		tidak mendengar
2		tidak menjabat tangan
3		berkata
4		menjelaskan
5		memberi
6		menyapa
7		memperkenalkan
8		membuat
9		berkata

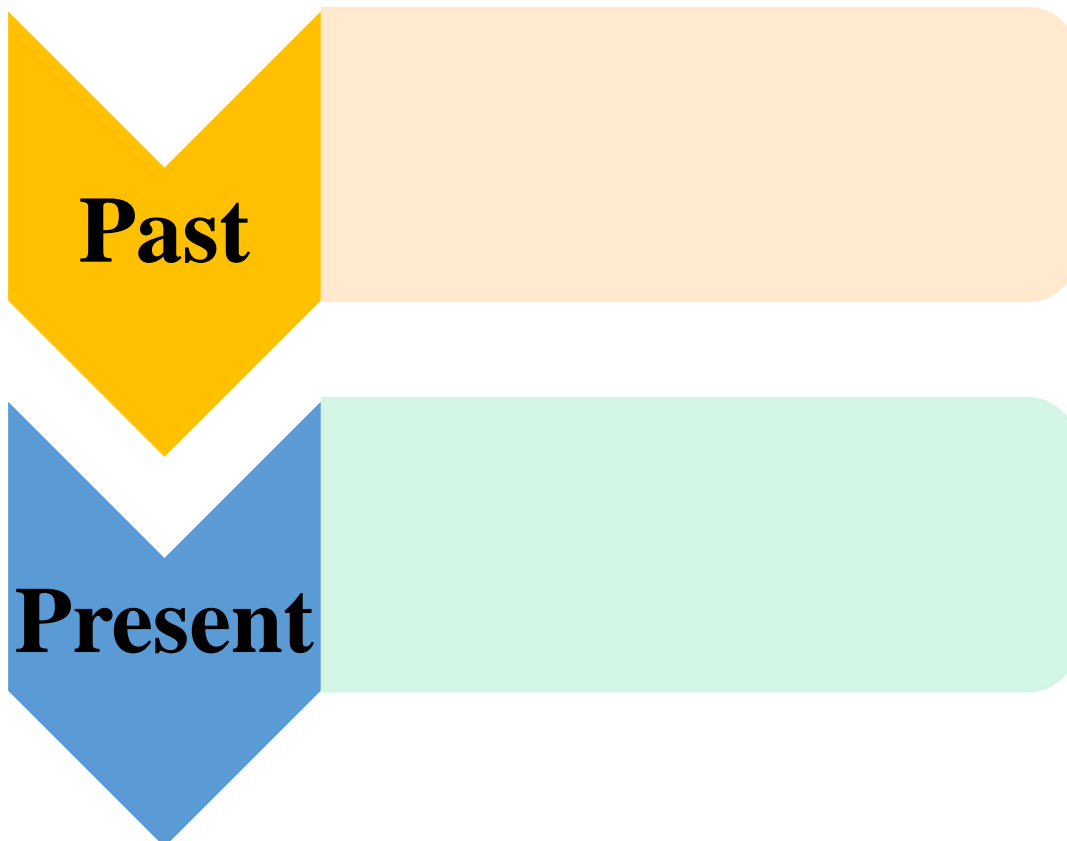


### Activity 8

Look at the following topics and decide whether they are about the past or present activities to fill in the following charts.

*Perhatikan topik-topik berikut dan tentukan topik-topik tersebut tentang masa lalu atau masa kini untuk melengkapi bagan!*

- my first visit to the beach
- my beloved cat
- my wonderful holiday
- jasmine flowers
- an embarrassing moment
- riding a bicycle for the first time
- my favorite color





### Activity 9

Read the text and complete the chart below.

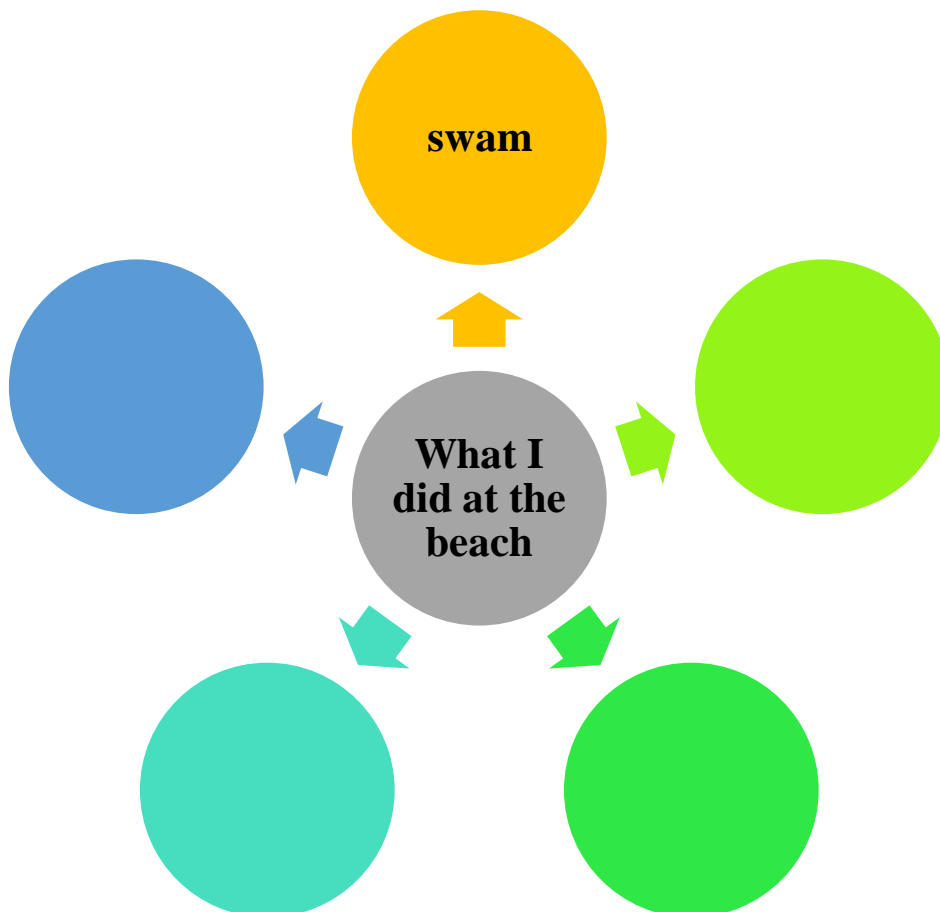
Bacalah teks berikut dan lengkapi bagan di bawahnya!

I always love beaches. When my father decided to go to the beach last weekend, I agreed at once. I brought everything I needed at the beach like a swimming suit, towel, sunglasses, a pocket camera and hat.

Arriving at the Anyer beach on Saturday afternoon, I rushed to the beach to catch the sunset. Watching the red sky in the horizon and looking at the sun go down slowly was amazing. The hotel for us to stay was small but clean. The hotel staff were wonderful. They were so friendly. The most important thing is its location. It was near the beach.

Early in the morning, I walked along the beach and found a beautiful place to sit. I enjoyed the sunrise while lying on the sand. My mom brought my breakfast. A moment later, I decided to learn surfing. I borrowed a surfing board. I found that surfing was not easy at all. I fell many times, but it was fun. I played and **swam** in the water all day. I loved every minute of my holiday there. The whole relaxing atmosphere was fabulous and it was a real change from my usual busy life.

In the afternoon we came back home. I felt fresh and ready to do my daily activities.



## Let's Check



Complete the chart by using the key points from the box.

*Lengkapi bagan berikut dengan menggunakan poin-poin utama yang tersedia di dalam kotak!*

emoticon  
present tense

irregular verbs  
regular verbs

past tense  
verbs

• a pictorial representation of a facial expression to express a person's feelings or moods

• action words that describe what the subject does

• past verbs that are added with -ed at the end of the present verb.

• past verbs that are completely different from the present verbs.

• the tense that expresses habits or general truths.

• the tense that expresses past actions.

## Let's Sum up



What feelings can we share through a story to others? Find them in the word search below.

*Perasaan apa yang dapat kita bagikan dalam sebuah cerita kepada orang lain? Temukan perasaan-perasaan tersebut dalam pencarian kata di bawah ini!*

S I L L Y K N J U X Q G  
 R A E S Q N H A P P Y B  
 M Q M N E H X Z V X R P  
 O T B S N A L K S I R W  
 B F A L M F N C O H B O  
 S O R A U U Z G H P Y R  
 A U R W J M Q L R O I R  
 D I A Z W Z V O L Y V I  
 F K S M P T K D F P D E  
 O I S U R P R I S E D D  
 Q K E V W Y J F K R O P  
 S P D A Z M C I C D D H

worried			

## Let's Reflect



**Reflect on what you have learnt in this lesson.**


*Refleksikan apa yang sudah Ananda pelajari pada pembelajaran ini!*

What do you learn  
in this lesson?

Are you familiar  
with the emoticons  
and the feelings  
they represent?

Do you want to  
share your own  
experience?

What is your  
unforgettable  
experience?


## Answer Key

### Let's Get Ready

Possible answers:

- Do you know what it is?
  - Yes, it is. It is an emoticon
- What does it mean?
  - happy
- Where do you see it?
  - In WhatsApp or other media social features
- When do you use it?
  - When I have special feeling and what to express it in attractive way
- Why do people use it?
  - It is interesting, catchy. Easy. Expressive

### Let's Study

#### Activity 1

1. happy
2. sad
3. angry
4. worried
5. shy
6. embarrassed
7. silly
8. surprised



## Activity 2

1. happy
2. shy/embarrassed
3. happy
4. worried
5. worried/afraid
6. happy/surprised
7. surprised
8. angry
9. silly
10. embarrassed

## Activity 3

At that time, I felt happy because I met new friends.

How about you? It will be students' opinion.

Possible answers:

- I felt worried because I heard the teachers are easy to get angry.
- I felt sad because I couldn't be together with my best friend.
- I felt embarrassed because I still wore my primary school uniform while my friends already wore their junior school uniforms.

## Activity 4

1. The speaker could study at his/her favorite school.
2. Because his/her cousin studied there as well.
3. His/her cousin
4. Because many people wanted to study there also and the selection test was not easy.
5. The speaker studied very hard.

### Activity 5

Irna's feelings at the beginning:

- shy, worried, sad, angry

Irna's feelings now:

- embarrassed, silly, surprised, happy

### Activity 6

Students' experiences (may be different from one another)

### Activity 7

1. didn't listen
2. didn't shake
3. didn't talk
4. explained
5. gave
6. greeted
7. introduced
8. made
9. spoke

### Activity 8

Past:

- my first visit to the beach
- my wonderful holiday
- an embarrassing moment
- riding bicycle for the first time

Present:

- my beloved cat
- jasmine flowers
- my favorite color

### Activity 9

- caught the sunset
- walked along the beach
- enjoyed the sunrise
- learnt surfing

### Let's Check

1. emoticon
2. verb
3. regular verbs
4. irregular verbs
5. present tense
6. past tense

### Let's Sum up

Answers: -

S	I	L	L	Y							
	E				H	A	P	P	Y		
	M										
	B		A		S				W		
	A			N		H			O		
S	R				G			Y	R		
A	R					R			R		
D	A						Y		I		
	S								E		
		S	U	R	P	R	I	S	E	D	D
	E										
	D										

You can continue to the next lesson when you can do at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friends, or parents.



## Listening Script

### Activity 4

“What is the best moment of your life?” my friend asks me. I remember something. About one and half year ago I felt very happy. I couldn’t help crying and my mom couldn’t, either. Both of us cried in happiness.

When I was in the fourth grade I dreamed of studying at SMPN 1 Samarinda. My cousin studied there. So, I wanted to study at her school to meet her more often. However, my mom told me that it was not easy to study there as many people wanted to study there, too. There was a selection test and the test was not easy at all. So, I studied hard all day and night before I took the test.

A week after the test, the day came. I remembered the moment when my mother told me cheerfully saying that I passed the test. It meant I could study at my favorite school. It is the best moment in my life.

# Lesson 2

## Why Not Explore More?

At the end of the lesson, you will be able to analyze the social function, text structure and linguistic features of personal recount texts about personal experiences.

## Let's Get Ready



Look at the poster below and answer the questions.

*Perhatikan poster berikut dan jawablah pertanyaannya!*



Picture 2

Do you have an unforgettable experience?

What happened?

When did it happen?

Why do you think it is unforgettable?

Do you want to have the same feeling again?

## Let's Study



### Activity 1

**Listen to your teacher and put a tick (✓) for the correct statements and a cross (✗) for the incorrect statements.**

*Dengarkan guru Ananda dan bubuhkan tanda centang (✓) untuk pernyataan-pernyataan yang benar dan silang (✗) untuk pernyataan-pernyataan yang tidak tepat!*

No	Statements	Correct / Incorrect
	The speaker went to Pelabuhan Ratu on Wednesday.	✗
1	In the morning, they swam and surfed.	
2	They played a beach ball for three hours.	
3	At lunch time, they ate fried rice.	
4	The speaker's father did not catch any fish.	
5	At the end, they were all happy.	



### Activity 2

Listen again to your teacher. Then, put a tick (✓) for the verbs you hear.

Dengarkan kembali guru Ananda. Kemudian, bubuhkan tanda centang (✓) pada kata kerja yang Ananda dengar.

No	Verbs	Is it there?	No	Verbs	Is it there?
	went	✓	8	read	
1	swam		9	was	
2	surfed		10	packed	
3	played		11	had	
4	ate		12	were	
5	sat		13	walked	
6	slept		14	jumped	
7	wrote		15	sang	

Find the verbs in this word search.

Temukan kata kerja pada pencarian kata di bawah ini.







### Activity 3

Read the text below and answer the following questions.

*Bacalah teks di bawah ini dan jawablah pertanyaan-pertanyaannya!*

#### Awan's First Day to School

Awan remembered his first day of going to school. It was an embarrassing moment.

In the morning, he woke up at 6.00. It was late. Then, he took a bath and brushed his teeth in a rush. He skipped his breakfast because he was afraid of coming late on his first day of school. At 06.30 he ran to school since it was near his house. At 06.45, he was in front of his school, but he saw no one except Pak Dahlan, the school security. After that Pak Dahlan asked, "What are you doing on this Sunday morning?" Later, Awan realized that he came to school one day earlier.

Finally, he walked home. At home, his parents smiled and asked, "Have you done the morning jogging?"

1. What time did Awan wake up?

---

---

2. How long did it take Awan from home to school?

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3. Who is Pak Dahlan?

---

---

4. On what day did the story happen?

---

---

5. Why was it an embarrassing moment for Awan?

---

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### Activity 4

The previous texts are some examples of recount texts. Read the explanation below.

*Teks-teks sebelumnya merupakan contoh-contoh teks recount. Bacalah penjelasan di bawah ini!*

#### Recount Text

## Social Function

- to retell past events or experiences in a chronological order.

## Generic Structure

- orientation (introducing sentences)
- events (series of activities)
- reorientation (conclusion)

## Language Features

- using first or third person point of view
- written in past tense
- using time sequences (last month, yesterday, etc.)
- using conjunctions, such as: then, before, after, etc.

Why do you think the writer wrote the text in Activity 3?

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### Activity 5

The text has special text structures. Read the explanation about it.

*Teks tersebut memiliki struktur teks khusus. Bacalah penjelasan berikut!*

#### Title

- The name of the text that covers what the text is about.

#### Orientation

- An introducing paragraph briefly covering who, what, when, and where about the events.

#### Events

- Series of activities written in a chronological order.

#### Reorientation

- A closing paragraph that covers the conclusion or the ending of the story.

Can you write the text structure on the text below?

*Dapatkah Ananda menuliskan struktur teks pada teks di bawah ini?*

#### Awan's First Day to School

Awan remembered his first day of going to school. It was an embarrassing moment.

In the morning, he woke up at 6.00. It was late. Then, he took a bath and brushed his teeth in a rush. He skipped his breakfast because he was afraid of coming late on his first day of school. At 06.30 he ran to school since it was near his house. At 06.45, he was in front of his school, but he saw no one except Pak Dahlan, the school security. After that Pak Dahlan asked, "What are you doing on this Sunday morning?" Later, Awan realized that he came to school one day earlier.

Finally, he walked home. At home, his parents smiled and asked, "Have you done the morning jogging?"

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



### Activity 6

Rewrite the words based on their colors.

Tuliskan kembali kata-kata yang ada di dalam teks berikut berdasarkan warnanya!

#### Awan's First Day to School

**Awan remembered his** first day he came to school. It **was** an embarrassing moment.

**In the morning, he woke up** at 6.00. It was late. **Then, he took** a bath and **brushed his** teeth in a rush. **He skipped** his breakfast because **he was** afraid of coming late on **his** first day of school. At 06.30, **he ran** to school since it **was** near **his** house. At 06.45, **he was** in front of **his** school, but he **saw** no one except Pak Dahlan, the school security. **After that**, Pak Dahlan **asked**, "What are you doing on this Sunday morning?". **Later, Awan realized** that he **came** to school one day earlier.

**Finally, he walked** home. At home, **his** parents **smiled** and **asked**, "Have you done the morning jogging?"

<b>Blue</b>	
<b>Red</b>	
<b>Green</b>	



### Activity 7

The text also has specific language features. Read the explanation about it.

*Teks itu pun memiliki unsur kebahasaan tertentu. Bacalah penjelasan berikut!*

## Point of View

- Who is telling or narrating a story.
- **1<sup>st</sup> point of view** - using "I". The narrator tells his/her story.
- **3<sup>rd</sup> point of view** - using "he, she, or them". The narrator tells someone's story.

## Past Verbs

- In a recount text, the activities/ events happened/already finished, so we use **past verbs**.

## Time Connectives

- To connect some ideas or events in a chronological order, we use time connectives, such as first, then, after that, finally, etc.

In the previous text, can you guess which point of view is used?  
What is the reason?



### Activity 8

Write the present verbs of the past verbs below which are taken from the previous text.

*Tuliskan kata kerja bentuk present dari kata-kata kerja bentuk lampau berikut yang diambil dari teks-teks sebelumnya!*

No	Present Verbs	Past Verbs
	remember	remembered
1		was
2		woke up
3		took
4		brush
5		skipped
6		ran
7		saw
8		asked
9		realized
10		came
11		walked
12		smiled



### Activity 9

**Pay attention to the explanation about regular and irregular verbs.**

*Perhatikan penjelasan terkait kata kerja beraturan dan tidak beraturan.*

In, English, there are two kinds of past verbs: **regular verbs** and **irregular verbs**.

There are 5 basic rules to form the regular verbs:

No	Rules	Examples
1	Regular past simple tense is formed by adding -ed to the verb.	listened, called, started, washed
2	If a verb ends in -e, just add -d.	liked, agreed, typed, baked
3	If a verb ends in consonant and -y, take off the y and add -ied.	carried, tried, fried, cried
4	If a verb ends in a vowel and -y, just add -ed.	enjoyed, prayed, played, delayed
5	Some verbs that end in a short vowel and a consonant, the consonant is usually doubled before adding -ed.	hopped, planned, begged, stopped

In contrast, the past verbs of irregular verbs can end in a variety of ways, with no consistent pattern. Here are the examples taken from the previous text.

Present Verbs	Past Verbs
is	was
wake up	woke up
take	took
run	ran
see	saw
come	came

Please write down the regular verbs from the previous text.

---

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### Activity 10

Read the explanation about how to pronounce some regular verbs. After that, practice it!

*Bacalah penjelasan mengenai bagaimana cara mengucapkan beberapa kata kerja beraturan! Setelah itu, berlatihlah!*

### Past Tense Pronunciation for Regular Verbs (-ed)

Rule 1	Rule 2	Rule 3
<p>If the verb base ends in a voiceless sound, then the –ed ending sounds like “t”.</p> <p>The “t” is blended together with the previous consonant and not pronounced as an extra syllable.</p>	<p>If the verb base ends in a voiced sound, then the –ed ending sounds like “d”.</p> <p>The “d” is blended together with the previous consonant and not pronounced as an extra syllable.</p>	<p>If the verb base ends in a “t” or “d” sound already, then the –ed ending sounds like “id” or “ud”.</p> <p>It is pronounced as an extra syllable.</p>
<p>A voiceless sound is like a whisper. Your vocal chords don’t vibrate.</p> <p>Voiceless consonant sounds:</p> <p><i>p, f, k, s, sh, ch, th</i></p>	<p>A voiced sound means that your vocal chords vibrate.</p> <p>Voiced consonant sounds:</p> <p><i>b, v, g, z, j, th, l, m, n, r</i></p> <p>All vowel sounds are voiced.</p>	



Examples of past tense verbs where the -ed ending sounds like “t”	Examples of past tense verbs where the -ed ending sounds like “d	Examples of past tense verbs where the -ed ending sounds like “ed”
cough <b>ed</b>	engag <b>ed</b>	attend <b>ed</b>
divorc <b>ed</b>	marri <b>ed</b>	dat <b>ed</b>
dropp <b>ed</b>	mov <b>ed</b>	gradu <b>ated</b>
finis <b>hed</b>	rais <b>ed</b>	separ <b>ated</b>
laugh <b>ed</b>	return <b>ed</b>	visit <b>ed</b>
watch <b>ed</b>	stay <b>ed</b>	
work <b>ed</b>	travel <b>ed</b>	
	widow <b>ed</b>	



### Activity 11

Listen to your teacher reading the monolog below and answer the following questions.

*Bacalah teks monolog di bawah ini lalu jawablah pertanyaan-pertanyaannya!*

#### Winning a Drawing Competition

Last month **was** the unforgettable experience I’ve ever got. I **was** the first winner of a drawing competition.

I have loved drawing since I **was** 3 years old. I **practiced** so hard before the competition. My parents **were** really nice and supportive. They **prepared** healthy food for me. They also **gave** me the motivation to believe in myself. Besides, they also **helped** me to practice and **gave** positive comments.

I love drawing and I want to be a great artist one day.

1. What is the writer’s unforgettable experience?

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---

2. When did the writer start to love drawing?

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3. Mention the supports given from the writer's parents!

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

4. Now the writer is 14 years old. How long has the writer loved drawing?

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5. Why did the writer tell us this story?

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---

6. The story is delivered in which point of view?

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---

---

What is the reason?

---

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### Activity 12

Read another monolog below and answer the following questions.

*Bacalah teks monolog di bawah ini dan jawablah pertanyaan-pertanyaannya!*

#### What a Tiring Day!

Last Friday **was** a tiring day for Tina. She **spent** her time doing so many activities that she **had** no time to take a rest.

First, she **went** cycling in the morning. After that, she **went** to school to study until 4 pm. After school, she **went** to the sport hall to play badminton until 7 pm. She **played** too seriously that she **felt** really tired. After that, she **went** home. However, when she **wanted** to sleep, she **remembered** the homework to do. She **did** her homework until 10 pm. Finally, she **could** take a rest in her bed.

Those activities **made** her exhausted.

1. What made Tina feel tired?

\_\_\_\_\_

2. How many activities did she do on Friday?

\_\_\_\_\_

3. Mention the activities she did on Friday!

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

6) \_\_\_\_\_

4. She arrived at the sport hall at 06.15 pm. How long did she play badminton?

\_\_\_\_\_

5. The story is delivered in which point of view?

\_\_\_\_\_



### Activity 13

**What are the writers' purposes of writing the texts in the previous activities?**

*Apa tujuan penulis menulis teks-teks pada aktivitas-aktivitas sebelumnya?*

**Winning  
Drawing  
Competition**

**What a  
Tiring Day!**



### Activity 14

Take a look again at the previous texts. Can you find out the generic structure of the texts?

*Perhatikan kembali teks-teks sebelumnya. Dapatkah Ananda menemukan struktur teks tersebut?*

#### Winning a Drawing Competition

Last month **was** the unforgettable experience I've ever got. I **was** the first winner of a drawing competition.

I have loved drawing since I **was** 3 years old. I **practiced** so hard before the competition. My parents **were** really nice and supportive. They **prepared** healthy food for me. They also **gave** me the motivation to believe in myself. Besides, they also **helped** me to practice and **gave** positive comments.

I love drawing and I want to be a great artist one day.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

#### What a Tiring Day!

Last Friday **was** a tiring day for Tina. She **spent** her time doing a lot of activities, that she **had** no time to take a rest.

First, she **went** cycling in the morning. After that, she **went** to school to study until 4 pm. After school, she **went** to the sport hall to play badminton until 7 pm. She **played** too seriously that she **felt** really tired. After that, she **went** home. However, when she **wanted** to sleep, she **remembered** the homework to do. She **did** her homework until 10 pm. Finally, she **could** take a rest in her bed.

Those activities **made** her exhausted.



### Activity 15

There are some words in blue in the previous texts. We call them past verbs. Write them all here.

*Terdapat beberapa kata dengan warna biru pada teks-teks sebelumnya. Kita menyebutnya kata kerja bentuk lampau. Tuliskan kembali kata-kata tersebut di sini!*



Blank space for writing past verbs from the text 'Winning Drawing Competition'.

Blank space for writing past verbs from the text 'What a Tiring Day!'.



### Activity 16

**Write the present verbs of the past verbs which are taken from the previous texts.**

*Tuliskan kata kerja bentuk saat ini dari kata-kata kerja bentuk lampau berikut yang diambil dari teks-teks sebelumnya!*

No	Present Verbs	Past Verbs
	can	could
1		did
2		felt
3		gave
4		had
5		helped
6		made
7		played
8		practiced
9		prepared
10		remembered
11		spent
12		wanted
13		was
14		went
15		were



### Activity 17

**Categorize the past verbs in Activity 6 into regular verbs and irregular Verbs.**

*Kategorikan kata kerja bentuk lampau pada aktivitas 6 ke dalam kelompok regular verbs dan irregular verbs.*

Regular Verbs	Irregular Verbs
could	help






### Activity 18

**Listen to the story from your teacher and choose the correct answer.**

*Dengarkan cerita yang dibacakan oleh guru Ananda dan pilihlah jawaban yang benar!*

1. The tragedy is that the writer was sick because ....
  - a. eating spicy food
  - b. drinking coffee
  - c. eating too many noodles
  
2. Suppose today is Wednesday, when did the tragedy happen?
  - a. Saturday.
  - b. Sunday.
  - c. Monday.
  
3. When did it happen?
  - a. During breakfast.
  - b. During lunch.
  - c. During dinner.
  
4. What did the writer eat?
  - a. Spaghetti.
  - b. Burger.
  - c. Meatball.
  
5. How many days did he get a diarrhea?
  - a. 3 days.
  - b. 4 days.
  - c. 5 days.



6. In which point of view was the story?

- a. 1<sup>st</sup> point of view.
- b. 2<sup>nd</sup> point of view.
- c. 3<sup>rd</sup> point of view.

7. Mention 3 past verbs that you hear from the story.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

## Let's Check



**Change the words in the brackets into past forms.**

*Ubahlah kata yang ada di dalam kurung ke dalam bentuk lampau!*

Four days ago was the first time I came late to school for the first time. I (1) (stay) \_\_\_\_\_ up late until 3 am. I (2) (set) \_\_\_\_\_ my alarm to 5 am but I (3) (wake) \_\_\_\_\_ up at 7 am and I (4) (do) \_\_\_\_\_ not hear my alarm ring. I (5) (think) \_\_\_\_\_ my alarm was broken. I (6) (rush) \_\_\_\_\_ to bathroom and (7) (change) \_\_\_\_\_ to my school uniform. I (8) (ran) \_\_\_\_\_ to my school. When I (9) (arrive) \_\_\_\_\_, I was punished for being late. After school, I (10) (buy) \_\_\_\_\_ three new alarm clocks to avoid happening again.

What is the purpose of the text?

---

---

---

---

What is the best title for the text?

---

## Let's Sum up



**What are the important elements of a recount text? Write them on the chart below.**

*Apa saja elemen-elemen penting dalam sebuah recount text? Tuliskan pada diagram berikut!*





- written to retell past events or experiences in chronological order
- orientation, events, reorientation
- past verbs, time connectives, first or third point of view


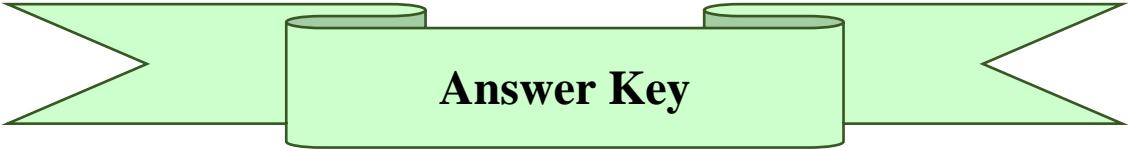
## Let's Reflect



Put a tick (✓) in the right column based on what you experience in this lesson.

Berikan tanda centang (✓) pada kolom yang sesuai Ananda alami dalam pembelajaran ini!

No	Statements		
1	I know the purpose of a recount text.		
2	I know the generic structure of a recount text.		
3	I know the language features of a recount text.		
4	I know the difference between regular and irregular verbs.		
5	I know how to change present verbs into past verbs.		

## Answer Key

### Let's Get Ready

Possible answers:

Do you have an unforgettable experience?

- Yes, I have

What happened?

- I fell in front of my friends.

When did it happen?

- When I was in the elementary school

Why do you think it is unforgettable?

- Because I felt so embarrassed.

Do you want to have the same feeling again?

- No, I don't want to feel it again.

### Let's Study

#### Activity 1

1. ✓
2. ✗
3. ✓
4. ✓
5. ✓

#### Activity 2

1. ✓
2. ✓
3. ✓
4. ✓

- 5. ✓
- 6. ✗
- 7. ✗
- 8. ✓
- 9. ✓
- 10. ✓
- 11. ✓
- 12. ✓
- 13. ✗
- 14. ✗
- 15. ✗

**Answers:-**

W	S	A	T						
	E								
S		N	P	R	E	A	D		
	W		T	L	H		D	W	
		A		A	A	I	A		
A		M		Y	D	D	S		
T					E	N	A		
E			P	A	C	K	E	D	T
S	A	T							E
					S	U	R	F	E
W	E	N	T						
			W	E	R	E			

**Activity 3**

- 1. 6.00
- 2. 15 minutes

3. A school security
4. Sunday
5. Because he came to school one day earlier - on Sunday

#### **Activity 4**

The reason of the writer wrote the text is to share Awan's experience when he forgot his first day of school

#### **Activity 5**

1. Title
2. Orientation
3. Events
4. Reorientation

#### **Activity 6**

Blue : Awan, he, his

Red : remembered, was, woke up, took, brushed, skipped, ran, saw, asked, realized, came, walked, smiled, asked

Green : in the morning, then, after that, later, finally

#### **Activity 7**

The story uses 3<sup>rd</sup> person point of view because the writer tells about someone's story.

#### **Activity 8**

1. is
2. wake up
3. take
4. run
5. brush
6. skip



7. see
8. ask
9. realize
10. come
11. walk
12. smile

### **Activity 9**

Regular verbs: remembered, realized, walked, smiled, asked

### **Activity 10**

Read the explanation.

### **Activity 11**

1. The writer was the first winner of a drawing competition.
2. When the writer was 3 years old.
3.
  - 1) They prepared healthy food for the writer.
  - 2) They gave the writer motivation to believe in herself.
  - 3) They helped the writer to practice.
  - 4) They gave positive comments.
4. 11 years.
5. Because the writer wanted to share his/her unforgettable experience.
6. The story is delivered in 1<sup>st</sup> person point of view.  
It is because the writer is using “I” as the one who tells the story.

### **Activity 12**

1. He did many activities in one day.
2. 6 activities
3.
  - 1) He went cycling.

- 2) He went to school.
  - 3) He went to sport hall to play basket.
  - 4) He went home.
  - 5) He did his homework.
  - 6) He took a rest.
4. 45 minutes
5. The story is delivered in 3<sup>rd</sup> person point of view.

### **Activity 13**

Winning Drawing Competition: The writer wanted to share his/her parents supports during drawing competition.

What a Tiring Day!: The writer wanted to share Tina's full day activities that made her feel tired.

### **Activity 14**

1. Title
2. Orientation
3. Events
4. Reorientation

### **Activity 15**

Winning Singing Competition: was, practiced, were, prepared, gave, helped

What a Tired Day!: was, spent, had, went, played, felt, wanted, remembered, was, had, did, could, made

### **Activity 16**

1. do/does
2. feel
3. give
4. have

5. help
6. make
7. play
8. practice
9. prepare
10. remember
11. spend
12. want
13. is
14. go
15. are

### **Activity 17**

Regular verbs: helped, played, practiced, prepared, remembered, wanted

Irregular verbs: could, did, felt, gave, had, made, spent, was, went, were

### **Activity 18**

1. a
2. b
3. b
4. c
5. a
6. a
7. can choose three from these words: ate, put, finished, felt, was, left, got, promised

### **Let's Check**

1. stayed
2. set
3. woke

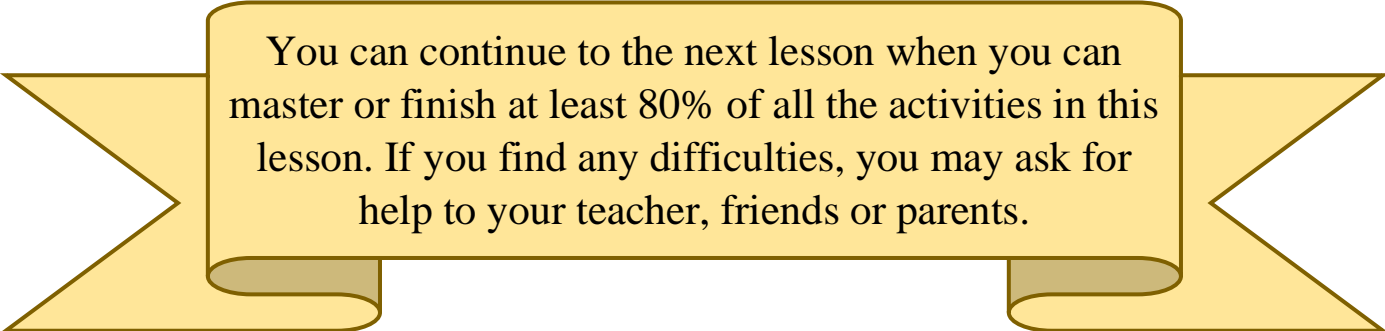
4. did
5. turned
6. rushed
7. changed
8. ran
9. arrived
10. bought

The purpose of the text: to share the writer's bad experience when he/she woke up late.

The possible title: Waking up Late, My First Late Coming, etc.

### **Let's Sum up**

Purpose, Generic Structure, Language Features



You can continue to the next lesson when you can master or finish at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friends or parents.

## Listening Script

### Activity 1 & 2

#### Going to Pelabuhan Ratu

Last Saturday, I **went** to Pelabuhan Ratu with my family. At the beach we **swam** and **surfed** all morning. Then, we **played** beach ball for two hours. At lunch time, we **ate** fried rice. In the afternoon, I **sat** on the sand and **read** the newspaper. My father **went** fishing with my little brother. He **did not** catch any fish, but it **was** very relaxing. Later, we **sat** in the sun and **ate** ice-creams. Finally, we **packed** up for home at sunset. We **had** a great day. We **were** all happy.

### Activity 8

#### Eating Spicy Food

I loved spicy food so much. Until three days ago, I got very sick because of it.

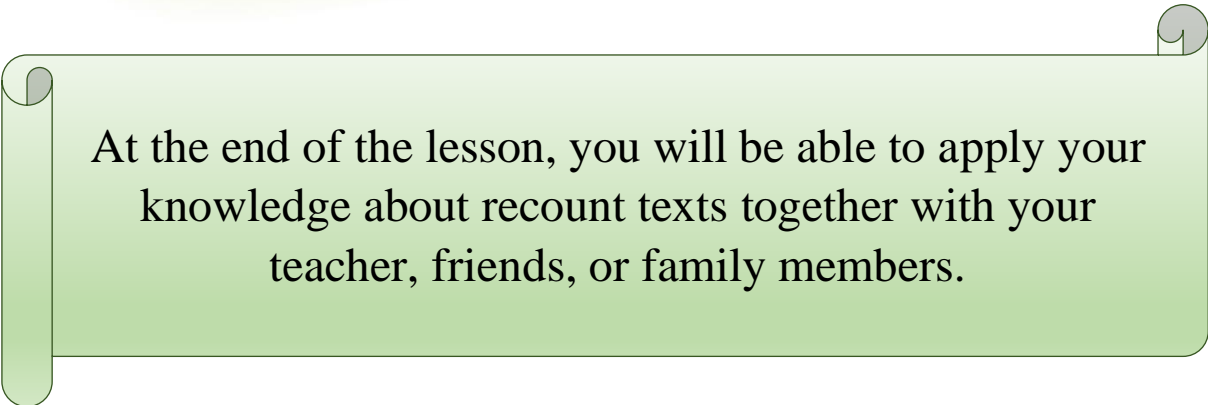
When I was in my lunch break, I ate my favorite meatball and put too much sauce into my meatball. After I finished my lunch, my stomach felt like it was on fire. It was too painful that I left school early. I got a fever and a diarrhea for 3 days.

After three days, I got better and I promised not to eat too much spicy food anymore.



# Lesson 3

## Will You Practice?



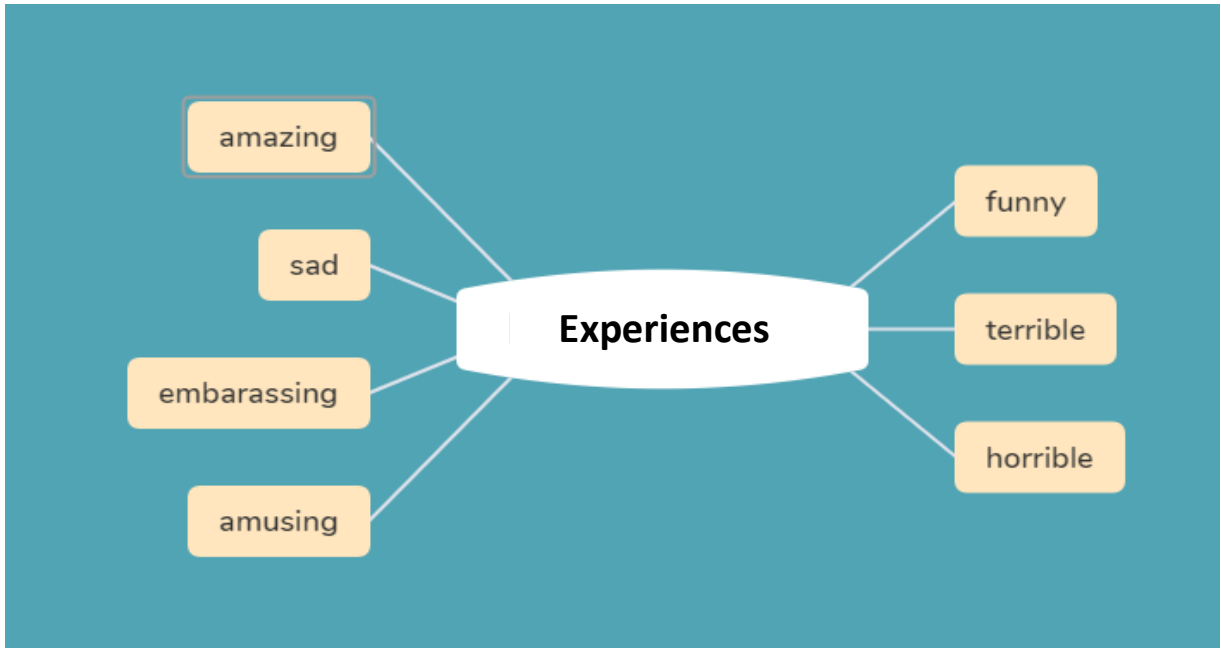
At the end of the lesson, you will be able to apply your knowledge about recount texts together with your teacher, friends, or family members.

## Let's Get Ready



Look at the scheme below and answer the questions.

*Perhatikan poster berikut dan jawablah pertanyaannya!*



Picture 3

Do you ever have such experiences?

What happened?

When did it happen?

Do you still remember the details?

Would you like to share your story with others?

## Let's Study



### Activity 1

Observe this picture with your friends. Read the words in the table, and discuss the meanings with your teacher. Then, give a tick (✓) to the words related to the picture.

*Perhatikan gambar berikut bersama temanmu! Bacalah kata-kata yang ada di dalam kolom dan diskusikan arti kata tersebut bersama guru Ananda dan kemudian bubuhkan tanda centang (✓) pada kata-kata yang berhubungan dengan gambar tersebut*



Picture 4

No	Words	Meanings	✓
1.	bruises		
2.	careless		
3.	chase		
4.	controllable		
5.	coward		
6.	crash		



No	Words	Meanings	✓
7.	enjoyable		
8.	exciting		
9.	fall		
10.	increase		
11.	patience		
12.	regret		
13.	satisfied		
14.	smooth run		
15.	speedy		



### Activity 2

**Read the text below together with your partner. The previous words may help you to understand the text. After that, answer the following questions.**

*Bacalah teks berikut bersama temanmu! Kosakata sebelumnya dapat membantu Ananda untuk memahami teks berikut. Setelah itu, jawablah pertanyaan-pertanyaan berikut!*

Two months ago, our class made a small party at a tourist resort in the mountainous area not far away.

We rented a villa for a couple of days. Some friends and the teachers took a bus to go to there. Some others went there by car with their parents. One of my friends and I decided to ride my motorcycle. We thought it was faster and more fun. Actually our parents didn't give us the permission as we didn't have a driving license. However, we promised that we would pass smaller roads. We also told them that the place was not too far.

We left early in the morning and I rode the motorcycle slowly. We enjoyed the riding. A few moments later, my friend said that he wanted to take over riding the motorcycle as I was too slow. I felt uncomfortable but I couldn't do anything. I let my friends ride the motorcycle. He rode it fast. I was afraid actually so I warned him not to move too fast. He just laughed and said that I was a coward. A few moments later, there was another motorcycle moving faster beside us. My friend increased the speed of our

motorcycle to chase it but he lost his control. Our motorcycle crashed. Both of us fell on the road. Thank God there was nothing serious happening to us. We just got bruises in some parts of our body.

My friend said sorry to me many times. I could see that he regretted with what happened. I was happy that the accident really taught my friend to be careful next time.

1. Where did the writer and his friend go two months ago?

---

---

---

---

2. Did the writer give the reason why he went there by motorcycle?

---

---

---

---

3. How differently did the writer and his friend ride the motorcycle?

---

---

---

---

4. How was the writer's friend's character? Why do you think so?

---

---

---

---

5. What did the writer and his friend learn from the incident?

---

---

---

---



### Activity 3

**Discuss the text structure with your friends. Complete the following table based on the previous text.**

*Diskusikan struktur teks bersama teman Ananda. Lengkapi tabel berikut berdasarkan teks sebelumnya!*

<b>Orientation</b> <b>Who :</b> _____ <b>Where :</b> _____ <b>When:</b> _____
<b>Event 1</b> _____ _____
<b>Event 2</b> _____ _____
<b>Event 3</b> _____ _____
<b>Event 4</b> _____ _____
<b>Event 5</b> _____ _____
<b>Reorientation</b>  



#### Activity 4

**Discuss with your partner and rewrite the story using your own words. After that, you may ask your friend to check your writing. (minimally 100 words)**

*Diskusikan bersama temanmu lalu tuliskan kembali cerita tersebut dengan bahasa Ananda sendiri! Setelah itu, Ananda dapat meminta teman Ananda untuk mengecek hasil tulisannya! (Minimal 100 kata)*



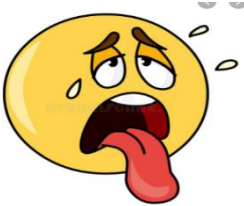


A large rectangular area with a dashed yellow border, containing 20 horizontal lines for writing.



### Activity 5

You will listen to a story, but first link these pictures to the words. Discuss it with your partner.

*Kita akan mendengarkan sebuah cerita, namun sebelum itu hubungkan gambar dengan namanya! Diskusikan bersama teman Ananda!*

1	 Picture 5	trembling
2	 Picture 6	pinecone
3	 Picture 7	branch
4	 Picture 8	pine tree
5	 Picture 9	exhausted

6	 <p><b>Picture 10</b></p>	grip
---	--	------



### Activity 6

**Before listening to the story, based on the previous pictures, predict what the story is about by answering these questions.**

*Sebelum mendengarkan cerita, berdasarkan gambar-gambar sebelumnya, prediksikan mengenai isi cerita dengan menjawab pertanyaan-pertanyaan berikut!*

1. Where did the incident take place?

---



---

2. Who were involved in the incident?

---



---

3. What happened to the writer in the incident?

---



---

4. Was the writer in a dangerous situation? What is your argument?

---



---

5. How did the writer feel?

---



---

6. Look at this emoticon. What is it? What does it express? Have you ever experienced it?

---



---



---



Picture 11



**Activity 7**

Now let's listen to your teacher reading the story. Based on the story, discuss with your partner and state whether these statements true or false.

*Sekarang, mari kita dengarkan guru Ananda ketika ia membacakan ceritanya! Berdasarkan cerita di atas, diskusikan bersama teman Ananda dan nyatakan apakah pernyataan-pernyataan berikut benar atau salah!*

No	Statements	True	False
1	The writer and his friends had a trip in the mountainous area.	✓	
2	The writer walked alone in the forest to find some pinecones.		
3	The writer's hobby was hiking in the mountain.		
4	To save his life, the writer climbed a tree.		
5	The writer could hear the breath of the lion.		
6	A friend helped the writer.		
7	The writer was lucky because the lion couldn't find him.		
8	The writer beat the lion easily.		







9	The writer was safe from the lion because of his quick and clever action.		
10	The writer's experience was thrilling.		



**Activity 8**

**Arrange the following pictures in a good order based on the story.**

*Susunlah gambar-gambar berikut menjadi urutan yang benar berdasarkan cerita tersebut!*

A  Picture 12	B  Picture 13	C  Picture 14
—	—	—
D  Picture 15	E  Picture 16	F  Picture 17
—	—	1





### Activity 9

Now, using these arranged pictures, retell the story orally in your own words.

*Sekarang, gunakan gambar di atas untuk menceritakan kembali cerita tersebut secara lisan dengan menggunakan bahasa Ananda sendiri!*

A large yellow speech bubble containing 15 horizontal lines for writing.



### Activity 10

Now, you are going to write a recount on the topic: “My Favorite Holiday”.

*Sekarang, Ananda akan menulis sebuah teks recount dengan topik: “Liburan Favoritku”.*

Remember all the holidays you had in the past. Choose one that you remember the most. Ask yourself why it was your favorite. **If you never had any holiday, then think about a day when you did something fun.**

Remember that a recount is **a detailed description of events that occurred in the past in a chronological order.**

Before you begin your writing, think about the following structure:

1. **Orientation:** Set the scene by including who, what, when, where and why. Who was there? What did you do? When did you go? Where did you go, and why did you go there?
2. **Events:** Think about the events that occurred at your favorite holiday destination, or during the day when you did something fun. Remember that should be written in a chronological order and in paragraphs.
3. **Reorientation:** Provide the readers with an ending comment about your thoughts and feelings about the holiday, or the day when you did something fun.

#### **Don't forget to:**

- Plan your writing;
- Think of an engaging title;
- Use paragraphs, and start a new paragraph for each part or event;
- Use time sequence words and phrases to indicate when certain events occurred;
- Write in the past tense;
- Write in the first-person point of view;
- Conclude your writing with an ending comment on how you felt about the whole experience;
- Pay attention to your spelling and punctuation.



### Activity 11

**Write your plan about your best holiday here.**

*Tuliskan rencana mengenai liburan terbaik Ananda di sini!*

**Title** : \_\_\_\_\_

#### Orientation

What : \_\_\_\_\_

When : \_\_\_\_\_

Who : \_\_\_\_\_

Where : \_\_\_\_\_

Why : \_\_\_\_\_

#### Events

Event 1 : \_\_\_\_\_

Event 2 : \_\_\_\_\_

Event 3 : \_\_\_\_\_

Event 4 : \_\_\_\_\_

Event 5 : \_\_\_\_\_

#### Reorientation

How did you feel?

\_\_\_\_\_



**Activity 12**

**Write your recount text about your best holiday here.**

*Tulislah teks recount mengenai liburan terbaik Anda di sini!*

A large writing area enclosed in a dashed yellow border, containing 20 horizontal lines for writing.



### Activity 13

**Together with your partner, pay attention to the picture below and answer the following questions.**

*Bersama teman Ananda, perhatikan gambar berikut dan jawablah pertanyaannya!*



Picture 18

1. Give a tick (✓) for 5 objects you can see from the picture above.

- Birds
- Bon fire
- Mountain
- Pine trees
- River
- Sun
- Tent

2. Give a tick (✓) for 3 activities you can do there.

- camping
- playing basket ball
- sharing stories
- singing together
- swimming



### Activity 14

**Did you ever go camping with your classmates? Together with your partner, tell your story. You may write the draft here.**

*Pernahkah Ananda pergi berkemah dengan teman kelas Ananda? Bersama dengan teman Ananda, ceritakan pengalaman kalian! Ananda dapat menuliskan rencana tulisan Ananda di sini!*

Blank writing area with three horizontal lines inside a yellow speech bubble.

Blank writing area with three horizontal lines inside a blue speech bubble.

Blank writing area with three horizontal lines inside a yellow speech bubble.

Blank writing area with three horizontal lines inside a blue speech bubble.

## Let's Check



**Listen to your teacher reading a story. And then answer the questions below.**

*Dengarkan guru Ananda ketika ia membacakan sebuah cerita! Dan lalu jawablah pertanyaan-pertanyaan berikut ini!*

1. In the beginning of the story, why was the writer happy? Why?

---

2. What was in the writer's mind on the way to his father?

---

3. How was the grandfather's feeling?

---

4. What did the grandfather give to the writer?

---

5. How was the writer's feeling accepting the gift from his grandfather? Why?

---

6. Where did he put the book?

---

7. Why didn't he open it?

---

8. What happened if he opened the book directly?

---

9. What happened to the writer's grandfather? What did he find at his house?

---

10. How was his feeling to know the truth?

---



**Do you have an unforgettable experience with your grandparents? If you forget, you can ask to your parents. Write at least 100 words.**

*Apakah Ananda memiliki kenangan tak terlupakan dengan kakek atau nenek Ananda? Jika Ananda lupa, Ananda dapat bertanya pada orang tua Ananda! Tuliskan setidaknya dalam seratus kata!*

A large writing area enclosed in a dashed yellow border, containing 20 horizontal lines for text entry.



## Let's Sum up



Complete the following table to summarize what you have learnt in this lesson. Choose from the box below.

*Lengkapilah tabel berikut untuk merangkum apa yang telah Ananda pelajari di pembelajaran ini! Pilihlah dari kata-kata di dalam kotak berikut ini.*



Events  
Reorientation


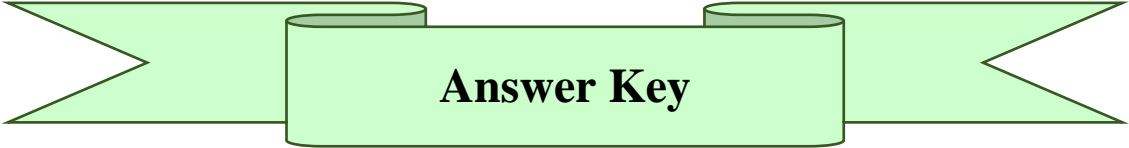
Ingredients  
Stages

Orientation  
Title

When I write or tell a story about my personal experiences, I should include ...


## Let's Reflect

No	Statements		
1	My introduction briefly covers the 5Ws.		
2	I wrote the text in the 1 <sup>st</sup> or 3 <sup>rd</sup> point of view.		
3	I wrote the text in the past tense.		
4	I named specific places and people.		
5	I used time connectives.		
6	I wrote the recount in a chronological order.		
7	I used paragraphs to help the readers understand the recount events.		
8	I concluded with an overall comment of the events.		

## Answer Key

### Let's Get Started

Possible answers:

Do you ever have such experiences?

- Yes, I have.

What happened?

- I peed on my pants.

When did it happen?

- When I was in the kindergarten

Do you still remember the details?

- Yes, I do.

Would you like to share your story with others?

- I want to, even I feel embarrassed.

### Let's Check

#### Activity 1

1. Bruises : memar
2. Careless : ceroboh
3. Chase ; mengejar
4. Controllable: bias dikendalikan
5. Coward; pengecut
6. Crash; menabrak
7. Enjoyable; menyenangkan
8. Exciting; menyenangkan
9. Fall; jatuh
10. Increase; meningkat
11. Patience; sabar

12. Satisfied; puas
13. Smooth ; lancar
14. Regret; menyesal
15. Speedy; cepat

### Activity 2

1. A countryside
2. Yes, he does, the place was not far away
3. The writer rode slowly and carefully while his friend rode fast and carelessly
4. Patience, careful, wise
5. Think before action.

### Activity 3

Orientation

Who : the writer, the teachers and his friends

Where : on the road heading to a country side

When : two months ago

Event 1 : The writer and his friend left early in the morning

Event 2 : The writer's friend took over the ride

Event 3 : A motorcycle passed over the writer and his friend

Event 4 : The friend couldn't take control the speed of the motorcycle and crash the side of the street. Both of them fell down

Re orientation: The writer and his friend learned something valuable form the incident

### Activity 4

Sample answer:

My classmate, my teacher and I had a small party at a villa in a mountainous area. Some of my friends went there by car with their parents. Some of them and some teachers went there by bus. I decided to ride a motorcycle with one of my friends. I thought it would be more fun. My parents didn't allow me at first. They thought it was dangerous.

Moreover, we did not have a driving license. However, I could assure them that the destination was not too far and we would take the small roads.

We left the house early in the morning. I rode the motorcycle. I rode slowly. My friend said I rode too slowly. He wanted to take over me to ride the motorcycle. I was afraid that he would go fast actually but finally I let him ride the motorcycle. That's true my friend rode the motorcycle fast. Suddenly another motorcycle moved faster than us. My friend increased the speed of our motorcycle. He didn't want other motorcycle to run faster than us. You know what happened. He lost his control. Our motorcycle hit the side of the road and both of us fell down. Unfortunately nothing serious happened to us, but it was enough to make my friend learn that what he did was a mistake.

### Activity 5

Picture 1; pine cone

Picture 2 pine tree

Picture 3 exhausted

Picture 4 branch

Picture 5 grip

Picture 6 trembling

### Activity 6

1. In the forest. (the pine tree)
2. School boys and girls who had camping, picnic or other school event
3. He could be meet something horrible like ghost or wild animals
4. Yes, from the picture "a scary boy"
5. Afraid of something
6. It is a scary emoticon. It expresses scary or frightened feeling. Yes, when I was alone at home or I read or watch horror story

### Activity 7

1. True
2. True
3. False

4. True
5. False
6. False
7. True
8. False
9. True
10. true

### Activity 8

#### The order of the story:

1. F
2. A
3. D
4. C
5. E
6. B

### Activity 9

#### Sample answer

Have you experienced a horrible moment in your life? Well, I just remember an unforgettable moment - a horrible moment. Let me tell you about it. It began when my school held an outing trip in the country side a few years ago. Leaving early in the morning, we arrived at the site at about 10 am. It was still in the morning so we had time to enjoy the surrounding before the outbound activity the following day. The hotel for us to stay was beautiful. It was located in a place not far from the forest. I saw that the cone trees not far away. I usually painted them silver and used them to decorate my room. So, I decided to take some cone pines. I walked to the trees and took some cones. I saw that there were more cones in the deep of the forest. I walked and walked not realizing that I was just far away from the hotel. Suddenly, I heard a roar of a lion. Oh my God. I panicked. My heart was beating so fast. It was impossible for me to run or scream. I almost didn't know what to do. I heard the roar get closer. Spontaneously, I climbed on a tree nearby. I didn't know that I got the power to climb a tree up to the peak. I gripped the branch of the tree tightly. I stayed still when I saw a lion under the tree. I tried hard to

hold my breath. I didn't want the lion to hear my breath. After a thrilling moment, slowly the lion walked away from that place. Can you imagine how relieved I was? When I thought that the lion had disappeared completely, I got down of the tree and ran away to the hotel as fast as I could. At the hotel I couldn't help crying and telling what had happened at the forest to my friends. All my friends were shocked. They took some water for me to drink and tried to calm me down. The teachers came and asked what happened. After knowing what happened, they advised us to stay away from the forest. We were not allowed go to the forest without the teachers. That was my story. Don't you think it was horrible story? What was your horrible story?

### Activity 10

Read the explanation.

### Activity 11

Possible Answer:

Title : Going to the Beach

#### Orientation

What : Going to the beach

When : December, 2019

Who : me and my family

Where : Pelabuhan Ratu

Why : I like go to the beach

#### Events

Event 1 : bought snacks before we go

Event 2 : went there using bus

Event 3 : arrived in the beach

Event 4 : played in the beach

Event 5 : went home

### Activity 12

In December 2019, my family and I went to Pelabuhan Ratu.

First, we bought some snacks to eat during the trip before we went there. Then, we went there by bus. I sat with my father while my little brother sat with my mother. After 2 hours, we arrived there. Next, we played in the beach, built a sand castle, and also swam together. Finally, after playing for 5 hours, we went home.

We were all so happy. I hope we can go there again one day.

### Activity 13

1. Give a tick (✓) for 5 objects you can see from the picture above.
  - ✓ Bon fire
  - ✓ Mountain
  - ✓ Pine trees
  - ✓ Sun
  - ✓ Tent
2. Give a tick (✓) for 3 activities you can do there.
  - ✓ camping
  - ✓ sharing stories
  - ✓ singing together

### Activity 14

Sample Answer

<b>Me</b>	When we were in Grade 7, we went to Lembang to have our first camping. All of students in grade 7 joined. We were excited.
<b>My Friend</b>	When we arrived there, our teacher asked us to build the tent. It was challenging, but fun. We helped one another to build our tent.
<b>Me</b>	At night, we sang and shared stories. We sat around the fire. It was an unforgettable moment we had.
<b>My Friend</b>	In the morning, we had to tidy up the tent and also our belongings. We were happy and we hope that we can go for camping again one day.



### Let's Check

1. Happy. He had just graduated from junior high school.
2. He would get a gift that he had dreamed of for a long time.
3. Glad. He was proud of his grandson.
4. A book with a motorcycle key in it.
5. He was sad because he thought he got only a book.
6. On the table in the living room outside his grandfather's room.
7. He was too disappointed he thought his grandfather only gave him a book.
8. He would be very pleased because his grandfather gave him something that he dreamt of.
9. His grandfather died. He found the book with a motorcycle key in it. His grandfather gave it before. He found the truth that his late grandfather kept his promise to give him a motorcycle.
10. He felt very sad and regretful.

### Sample Stories about the Unforgettable Moment with Our Grandparents.

When I was a kid, I wanted to buy a comic book. At that time, my mother did not give me any money to buy it. I was sad. I cried a lot because I really wanted to read the book. Then, my grandfather asked me to go with him to the book store. I was very happy since my grandfather bought the comic book for me. We did not let my mother know it at first. But then, she realized it and reminded me that I needed to save my money when I wanted to buy something. However, I felt so happy since I did not need to wait so long to read my favorite comic. Thank you, grandpa. I love you so much.

### Let's Sum up

When I write and tell a story about my personal experiences, I should include:

- Title
- Orientation
- Events
- Reorientation

You can continue to the next lesson when you can master or finish at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friends or parents.

Untuk keterampilan menulis menulis, Ananda dapat mencermati rubrik berikut:

**Rubrik Penilaian Menulis**

No.	Aspek	5	4	3	2	1
1.	Tata bahasa dan Kosakata	Menggunakan tata bahasa yang benar dan kosakata yang tepat	Menggunakan tata bahasa dan kosakata yang terkadang kurang tepat, tetapi tidak mempengaruhi makna	Menggunakan tata bahasa dan kosakata yang kurang tepat dan mempengaruhi makna	Tata bahasa dan kosakata sulit /tidak dapat dimengerti	Tulisan tidak berkembang.
2.	Struktur Teks	Merealisasikan langkah retorika dengan tepat dalam ragam bahasa tulis sehingga tujuan komunikatif teks jelas	Merealisasikan langkah retorika dengan tujuan komunikatif yang jelas meskipun terdapat kesalahan	Menulis kata-kata, tetapi tujuan komunikatifnya sulit dimengerti	Menulis kata-kata, tetapi tujuan komunikatifnya tidak tersampaikan	Hanya memproduksi kata-kata yang tidak membentuk teks.
3.	Kejelasan Makna	Mengungkapkan berbagai makna secara jelas dan efektif	Mengungkapkan berbagai makna secara jelas	Mengungkapkan makna, tetapi sesekali kurang jelas.	Mengungkapkan makna, tetapi sulit dipahami.	Menulis secara acak, makna hilang.
4.	Hubungan antar Gagasan	Menunjukkan kelancaran hubungan antar gagasan	Menunjukkan transisi hubungan antar gagasan	Hubungan antar gagasan kurang jelas	Hubungan antar gagasan kacau	Gagal merealisasikan gagasan
5.	Ejaan dan Tata Tulis	Ejaan dan tata tulis semua kata tepat	Ada kesalahan ejaan dan tata tulis pada beberapa kata	Ada kesalahan ejaan dan tata tulis pada banyak kata	Ada kesalahan ejaan dan tata tulis pada banyak kata	Ada kesalahan ejaan dan tata tulis pada hamper semua kata
<b>Jumlah</b>						

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

Gunakan rubrik ini untuk menilai keterampilan berbicara Ananda.

**Rubrik Penilaian Berbicara**

No.	Aspek	5	4	3	2	1
1.	Pengucapan, Intonasi, dan Penekanan	Pengucapan, intonasi, dan penekanan benar semua	Pengucapan, intonasi, dan penekanan sedikit yang salah	Pengucapan, intonasi, dan penekanan beberapa yang salah	Pengucapan, intonasi, dan penekanan banyak yang salah	Pengucapan, intonasi, dan penekanan sangat banyak yang salah
2.	Kelancaran	Kalimat-kalimat diucapkan dengan sangat lancar	Kalimat-kalimat diucapkan dengan lancar	Kalimat-kalimat diucapkan dengan sedikit lancar	Kalimat-kalimat diucapkan dengan tidak lancar	Kalimat-kalimat diucapkan dengan sangat tidak lancar
3.	Tata bahasa dan Kosakata	Menggunakan tata bahasa yang benar dan kosakata yang tepat	Menggunakan tata bahasa dan kosakata yang terkadang kurang tepat, tetapi tidak mempengaruhi makna	Menggunakan tata bahasa dan kosakata yang kurang tepat dan mempengaruhi makna	Tata bahasa dan kosakata sulit /tidak dapat dimengerti	Monolog tidak berkembang.
4.	Struktur Teks Lisan	Merealisasikan langkah retorika dengan tepat dalam ragam bahasa tulis sehingga tujuan komunikatif teks jelas	Merealisasikan langkah retorika dengan tujuan komunikatif yang jelas meskipun terdapat kesalahan	Mengucap kata-kata, tetapi tujuan komunikatifnya sulit dimengerti	mengucap kata-kata, tetapi tujuan komunikatifnya tidak tersampaikan	Hanya memproduksi kata-kata yang tidak membentuk teks.
5.	Kejelasan Makna	Mengungkapkan berbagai makna secara jelas dan efektif	Mengungkapkan berbagai makna secara jelas	Mengungkapkan makna, tetapi sesekali kurang jelas.	Mengungkapkan makna, tetapi sulit dipahami.	Mengucap secara acak, makna hilang.

6	Hubungan antar Gagasan	Menunjukkan kelancaran hubungan antar gagasan	Menunjukkan transisi hubungan antar gagasan	Hubungan antar gagasan kurang jelas	Hubungan antar gagasan kacau	Gagal merealisasikan gagasan
<b>Jumlah</b>						

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

## Listening Script

### Activity 7

#### A School Trip

My school organized a trip to a countryside. We planned to stay at the hotel and had an out-bond activity the following day. All students of grade 8 had to join the activity.

We all gathered in the school yard at 09.00. We left for the hotel at 10 o' clock in two different buses. We all enjoyed our trip. It took about 3 hours to reach the hotel. At the hotel we had lunch and took a rest.

The hotel was situated near a mountain so there was a forest nearby. I suddenly saw some pine trees loaded with pinecones at a distance. I was tempted to collect some of them. So, I took my sweater and a knife. I quickly went into the forest. I found one or two lying on the ground. I hoped to find more pinecones so I kept on going deep into the forest.

But then suddenly, I heard the roar of a lion. I ran at full speed at the opposite direction into the forest. Exhausted and very scared, I climbed up a tall tree. I sat on the top of the branches. When I looked down, I saw a giant lion walking slowly toward my tree. I held my breath. My hands gripped the tree firmly. I prayed for the lion to go away from that place. Fortunately, the lion didn't stop at the tree. He just passed by. I waited until he disappeared. I waited for about fifteen minutes before I finally decided to go down from the tree.

When I stepped on the earth, I felt my body trembling. I ran away to the hotel as fast as I could. I told all my friends and the teachers what had happened. My teachers warned us not to go to the forest alone. That was really a horrible experience.

### Let's Check

When I was in the elementary school, I had a very regretful experience. It happened when I graduated from junior high school. I was very happy that day because I just graduated with very good grades. After the graduation day, I went to my grandfather's house. My grandfather had promised to give me a present if I got good scores. I hoped that my grandfather would give me a motorcycle. My grandfather ever said that before. Arriving at my grandfather's house, I directly went to his room. My grandfather was in his bed as he couldn't walk anymore because of his illness. With his weak voice he said how proud he was to have such a smart grandson like me. And he gave me a present for my good grades. My grandfather handed me a book. I was very disappointed that my grandfather only gave me a book. I took the book and said nothing. Even I didn't say thank you. I left the room and put the book on the table in the living room. I didn't look at the book. Then, I went back to my house. A few days later, my grandfather was badly ill. I had to go to his house soon. But when I arrived there my grandfather had already died. I found the book that his grandfather gave a few days before. I took it and opened it. And how shocked I was to find a motorcycle key in the middle of the book. It was the kind of motorcycle I dreamed of for a long time. I found there few words from my grandfather "with love to my grandson." I couldn't help crying. I regretted with what I did to my grandfather. I wanted to thank him, but it was too late. My grandfather had already died.

# Lesson 4

## Will You Perform?

At the end of the lesson, you will be able to apply your knowledge of recount texts independently.

## Let's Get Ready



Look at the pictures below and answer the questions.

*Perhatikan gambar-gambar berikut dan jawablah pertanyaannya!*



Picture 19



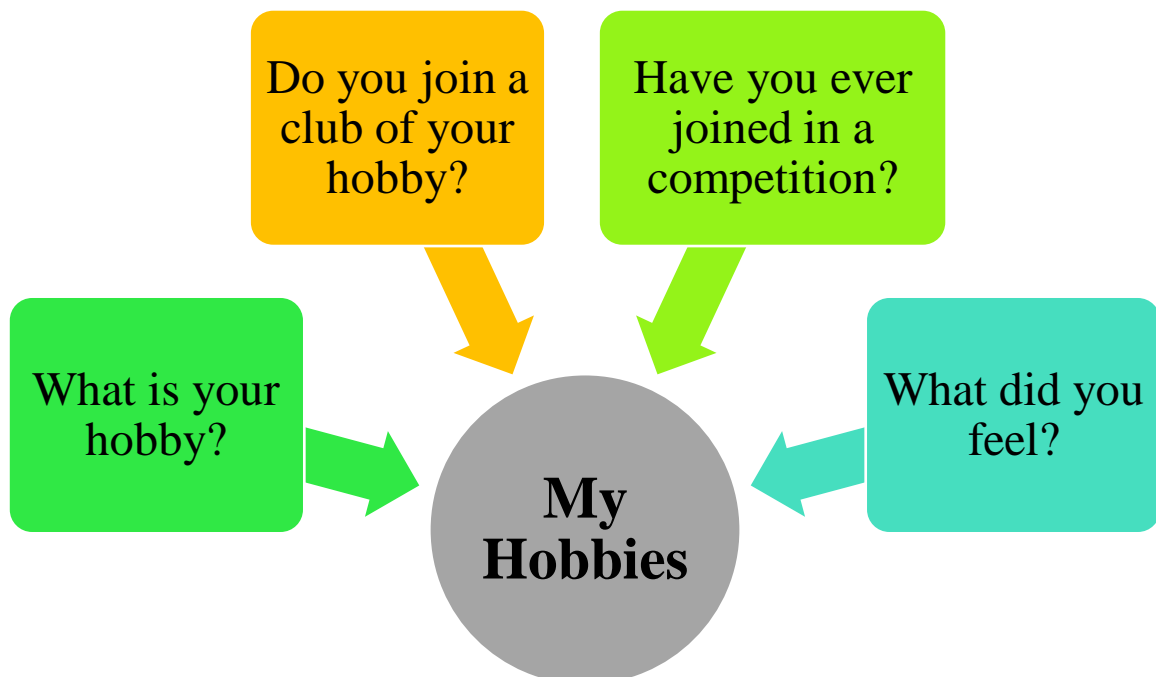
Picture 20



Picture 21



Picture 22





## Let's Study



### Activity 1

Let's start by highlighting the nearest place around us. Read the text and answer the questions.

*Mari kita fokus kepada tempat terdekat dengan kita. Bacalah teks berikut dan jawablah pertanyaan-pertanyaannya!*

### Football Competition

When I was in the elementary school, I joined three clubs. They were the football, pencak silat, and drawing clubs. I joined football and pencak silat clubs because I love sports. Besides, I joined a drawing club because I liked art. I had football on Saturday mornings and pencak silat on Sunday at 4.30 p.m. For drawing, I practiced every Wednesday after school.

One day, my football club joined a football competition. There were twelve clubs joining the competition. At first, our club won the match. Then, we had to defeat one more club to get to the final. Luckily, we won. We were so impatient to play in the last game. It was the challenging one because our rival was very strong.

Finally, we won the game with a nice score of 4-2. We were so tired. However, we were happy and proud to be the winner of the competition.



Picture 19

1. How many clubs did the writer join?

---

---

2. Why did the writer join football and pencak silat clubs?

---

---

3. When did the writer practice in the football club?

---

---

4. How many clubs joined the football competition?

---

---

5. What happened in the first match?

---

---

6. What was the last score?

---

---

7. What did the writer feel?

---

---

8. Why did he feel so?

---

---



### Activity 2

**Look at the pictures and answer the questions.**

*Perhatikan gambar berikut dan jawablah beberapa pertanyaannya!*



Picture 22

1. Where is the girl standing?

---

---

2. What is she doing?

---

---

3. When does she do that?

---

---

4. What should we do to be like her?

---

---

5. What will we do if everything does not run well in that occasion?

---

---



### Activity 3

**Listen to your teacher reading a story. Then, answer the following questions.**

*Dengarkan guru Ananda ketika ia membacakan cerita. Lalu, jawablah beberapa pertanyaan berikut!*

1. What is the title of the story?

---

---

2. When did it happen?

---

---

3. How long did the writer take to prepare the competition?

---

---

4. How many participants were there?

---

---

5. What did the writer feel when the writer's turn came?

---

---

6. Did the writer successfully sing in front of the judges?

---

---

7. What happened at the end?

---

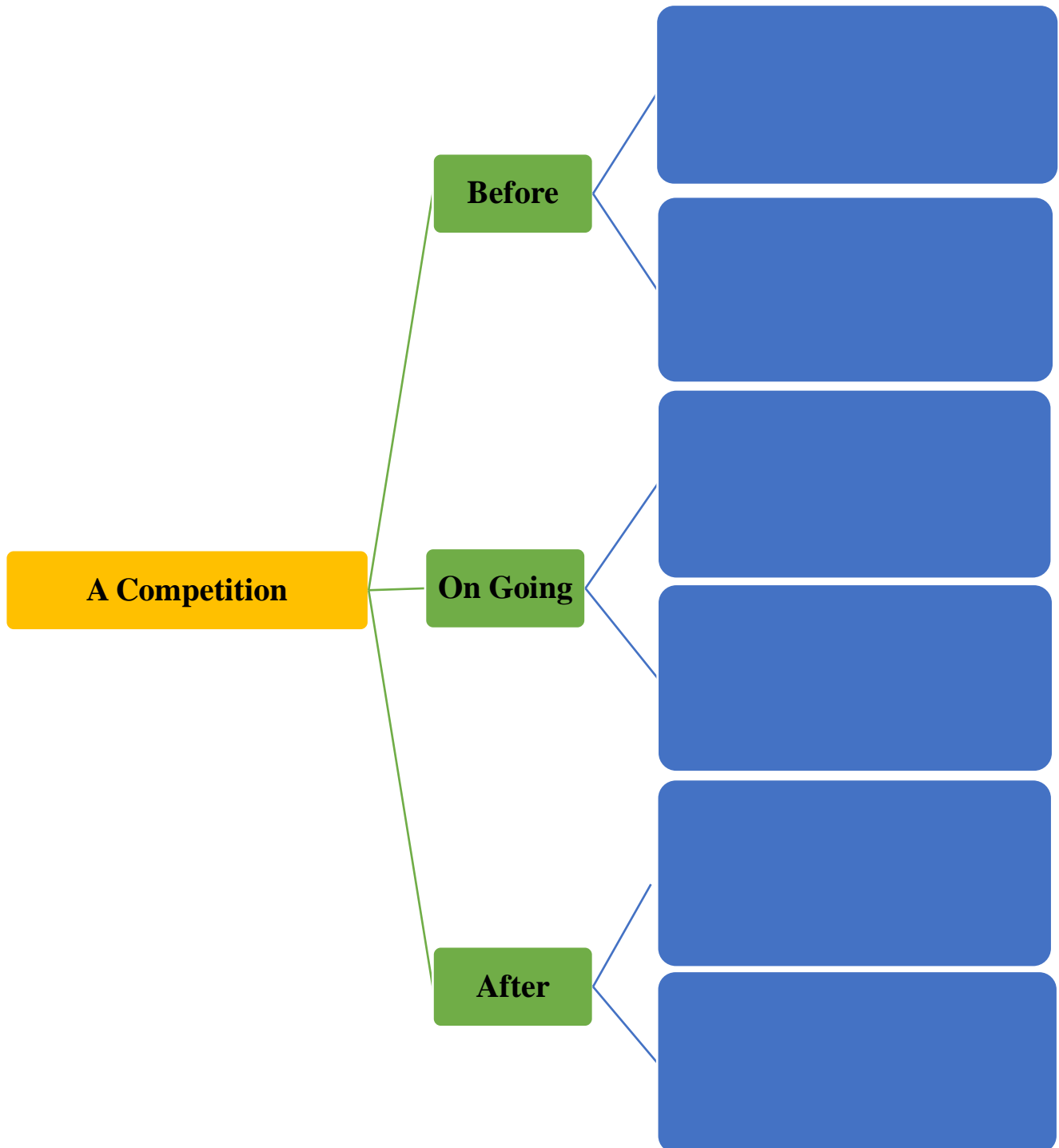
---



#### Activity 4

**Have you ever joined a competition? What competition and when was it? Remember and write what you did before the competition, what happened during the competition and how you felt after it.**

*Pernahkah Ananda mengikuti sebuah lomba? Lomba apa dan kapan? Ingat dan tuliskan apa yang Ananda lakukan sebelum lomba, apa yang terjadi selama lomba, dan perasaan Ananda sesudahnya. Isikan jawaban pada diagram di bawah ini!*





### Activity 5

**Write down your own story based on your plan above. Write at least 100 words.**

*Tuliskan cerita Ananda berdasarkan perencanaan yang Ananda buat sebelumnya! Tuliskan minimal 100 kata!*

A large writing area enclosed in a dashed yellow border, containing 20 horizontal lines for writing.



### Activity 6

**Have you ever been in a camping? Tell us a story about it. These pictures may help you.**

*Apakah Ananda pernah pergi berkemah? Ceritakan kepada kami cerita tersebut! Gambar-gambar di bawah ini dapat membantu.*



Picture 23



Picture 24



Picture 21



Picture 25



Picture 26



Picture 27



Picture 28



Picture 29



Picture 30

**You can write the outline here. After that, tell the story in front of your friends.**

*Ananda dapat menuliskan kerangka tulisan Ananda di sini. Setelah itu, ceritakan kisah Ananda di depan teman-teman Ananda!*



A large yellow speech bubble with a rounded top and a pointed tail at the bottom right. Inside the bubble, there are 18 horizontal black lines for writing.



## Let's Check



**Listen to your teacher reading a story. After that, answer the questions below.**

*Dengarkan ketika guru Ananda membacakan sebuah cerita! Setelah itu, jawablah pertanyaan-pertanyaan berikut ini!*

1. Where did they go for the study tour?

---

2. What time did they go from Cianjur?

---

3. How long did it take from Cianjur to the first destination?

---

4. What was the first destination of the study tour?

---

5. What time did they arrive at The Great Asia Africa?

---

6. What did they do in The Great Asia Africa?

---

7. Where did they buy some T-Shirts?

---

8. How long did it take from The Great Asia Africa to Cihampelas Street?

---

9. What time did they go back to Cianjur?

---

10. What did they feel at the end?

---



**Have you ever had a field trip with your classmates? Write the outline of your text here.**

*Pernahkah Ananda melaksanakan kunjungan lapangan dengan teman-teman sekelas? Tuliskan kerangka teks Ananda di sini!*

**Title** : \_\_\_\_\_

**Orientation**

What : \_\_\_\_\_

When : \_\_\_\_\_

Who : \_\_\_\_\_

Where : \_\_\_\_\_

Why : \_\_\_\_\_

**Events**

Event 1 : \_\_\_\_\_

Event 2 : \_\_\_\_\_

Event 3 : \_\_\_\_\_

Event 4 : \_\_\_\_\_

Event 5 : \_\_\_\_\_


**Reorientation**

How did you feel?

\_\_\_\_\_

**Write down your field trip experience here.**

*Tuliskan pengalaman kunjungan lapangan Ananda di sini!*



A large rectangular area with a dashed yellow border, containing 20 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box.

## Let's Sum up






**There are four main activities in this lesson. Tick (✓) the correct options.**

*Terdapat empat jenis aktivitas dalam pembelajaran kali ini. Bubuhkan tanda centang (✓) pada pilihan yang benar!*

- Understanding a Written Recount Text
- Understanding a Spoken Recount Text
- Understanding a Written Descriptive Text
- Creating a Written Recount Text
- Creating a Spoken Recount Text
- Creating a Spoken Descriptive Text

## Let's Reflect

No	Statements		
1	My introduction text briefly covers the 5Ws.		
2	I wrote the text in 1 <sup>st</sup> or 3 <sup>rd</sup> point of view.		
3	I wrote the text in past tense.		
4	I named specific places and people.		
5	I used time connectives.		
6	I wrote the recount in a chronological order.		
7	I used paragraphs to help the readers understand the series of events.		
8	I concluded with an overall comment of the events.		



## Answer Key

### Let's Get Ready

#### Possible Answers

1. What is your hobby?  
Singing
2. Do you join a club of your hobby?  
No, I don't.
3. Have you ever joined in a competition?  
Yes, I have.
4. What did you feel?  
I felt scared, nervous, but excited at the same time.

### Let's Study

#### Activity 1

1. 3 clubs.
2. Because the writer liked sport.
3. Saturday morning.
4. 12 clubs
5. We won the match.
6. 4-2
7. The writer felt happy and proud.
8. Because they became the winner of the competition.

#### Activity 2

1. In front of a lectern.
2. She is delivering a speech.
3. When she joins a speech contest.
4. Having good English, practicing a lot. Joining a contest.
5. We will be very ashamed.

### Activity 3

1. A Horrible Singing Competition
2. Last year
3. One week
4. Twenty participants
5. He/She forgot the lyric
6. No, he/she did not
7. The writer went home with his/her teacher

### Activity 4

#### Sample Answer

Before:

- My teacher appointed me to join speech contest.
- I practiced everyday after school.
- I lost my voice one day before the competition

During

- I did not talk at all in the morning.
- I drank lot of mineral water.
- I could perform my best.

After

- The headmaster announced me as the winner of speech contest.
- My friends and parents were happy.

### Activity 5

#### Sample Answer

Last month, our school got an invitation to join a speech competition. Then, my teacher appointed me to join. I practiced everyday after school. My teacher gave me lots of trick and tips to win the competition. However, one day before the competition, I lost my voice. I was shocked, but my teacher suggested me to stay calm and take a rest.

On the day of competition, I did not talk at all in the morning. I saved my voice for the competition only. I practiced silently. My mother who accompanied me all day and night also asked me to drink lot of mineral water. It helped a lot because I could perform my best.

Two days after the competition, during the flag ceremony, my headmaster announced me as the winner of the speech contest. My friends congratulated me. At home, my parents said that they were very proud of and happy about me. I felt the same.

### **Activity 6**

#### **Sample Answer**

Last holiday my family and I went camping to the countryside. The day before, we prepared all of the things that we needed for camping. Early in the morning we left the house to the camping site. We went there by car. Arriving at the camping site, we looked for the location not far from the river. There have already been many campers there but fortunately we found a good site near the river not far from the other campers. My father set up the tent. We helped him. Not long after that, our tent had been set up. My mom prepared the food for lunch. We had a wonderful lunch. My sister and I looked for branches of tress for campfire tonight. At night we had a campfire. We talked and chatted with the other campers. We had a barbeque party. Some of us sang beautiful songs with their guitars. It was a wonderful night. In the morning my father and I went fishing in the river. We had some small fish but we were very happy. In the afternoon we set down the tent. We collected the rubbish and clean the surrounding before we went home. It was really a wonderful holiday. I love it so much.

#### **Let's Check**

1. Bandung
2. 03.00 a.m.
3. 2 hours
4. Masjid Agung Jawa Barat
5. 10.00 a.m.
6. Took many pictures
7. Cihampelas Street
8. 1.5 hours
9. 08.00 p.m
10. The writer felt tired but happy at the same time.



Sample Answer:

Title : My Last Field Trip to TMII

Orientation

What : Field Trip to TMII

When : November 2019

Who : me and my classmates

Where : TMII

Why : annual field trip

Events

Event 1 : gathered at school at 06.00 AM

Event 2 : went to Jakarta using bus

Event 3 : sang together in the bus

Event 4 : played in Taman Legenda

Event 5 : slept at bus when going home

Before the pandemic, on November 2019, my classmates and I went to Taman Legenda, Taman Mini Indonesia Indah.

First, we gathered at school at 06.00 AM. After that, our teacher asked us to go to our bus. Then, in the bus we sang together and enjoyed the trip. When we arrived there at 10:00 AM, we played in Taman Legenda. It was really fun: we played roller coaster, swam together, and walked in Dinosaur Park. At 04.00 PM, it was time for us to go home. In the bus, we slept because we were tired.

I hope the pandemic will pass soon, so we can go for the field trip together with my classmates again.

You can continue to the next module when you can master or finish at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for a help to your teacher, friends or parents.

No.	Aspek	5	4	3	2	1
1.	Tata bahasa dan Kosakata	Menggunakan tata bahasa yang benar dan kosakata yang tepat	Menggunakan tata bahasa dan kosakata yang terkadang kurang tepat, tetapi tidak mempengaruhi makna	Menggunakan tata bahasa dan kosakata yang kurang tepat dan mempengaruhi makna	Tata bahasa dan kosakata sulit /tidak dapat dimengerti	Tulisan tidak berkembang.
2.	Struktur Teks	Merealisasikan langkah retorika dengan tepat dalam ragam bahasa tulis sehingga tujuan komunikatif teks jelas	Merealisasikan langkah retorika dengan tujuan komunikatif yang jelas meskipun terdapat kesalahan	Menulis kata-kata, tetapi tujuan komunikatifnya sulit dimengerti	Menulis kata-kata, tetapi tujuan komunikatifnya tidak tersampaikan	Hanya memproduksi kata-kata yang tidak membentuk teks.
3.	Kejelasan Makna	Mengungkapkan berbagai makna secara jelas dan efektif	Mengungkapkan berbagai makna secara jelas	Mengungkapkan makna, tetapi sesekali kurang jelas.	Mengungkapkan makna, tetapi sulit dipahami.	Menulis secara acak, makna hilang.
4.	Hubungan antar Gagasan	Menunjukkan kelancaran hubungan antar gagasan	Menunjukkan transisi hubungan antar gagasan	Hubungan antar gagasan kurang jelas	Hubungan antar gagasan kacau	Gagal merealisasikan gagasan
5.	Ejaan dan Tata Tulis	Ejaan dan tata tulis semua kata tepat	Ada kesalahan ejaan dan tata tulis pada beberapa kata	Ada kesalahan ejaan dan tata tulis pada banyak kata	Ada kesalahan ejaan dan tata tulis pada banyak kata	Ada kesalahan ejaan dan tata tulis pada hampir semua kata
<b>Jumlah</b>						

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

Gunakan rubrik ini untuk menilai keterampilan berbicara Ananda.

**Rubrik Penilaian Berbicara**

No.	Aspek	5	4	3	2	1
1.	Pengucapan, Intonasi, dan Penekanan	Pengucapan, intonasi, dan penekanan benar semua	Pengucapan, intonasi, dan penekanan sedikit yang salah	Pengucapan, intonasi, dan penekanan beberapa yang salah	Pengucapan, intonasi, dan penekanan banyak yang salah	Pengucapan, intonasi, dan penekanan sangat banyak yang salah
2.	Kelancaran	Kalimat-kalimat diucapkan dengan sangat lancar	Kalimat-kalimat diucapkan dengan lancar	Kalimat-kalimat diucapkan dengan sedikit lancar	Kalimat-kalimat diucapkan dengan tidak lancar	Kalimat-kalimat diucapkan dengan sangat tidak lancar
3.	Tata bahasa dan Kosakata	Menggunakan tata bahasa yang benar dan kosakata yang tepat	Menggunakan tata bahasa dan kosakata yang terkadang kurang tepat, tetapi tidak mempengaruhi makna	Menggunakan tata bahasa dan kosakata yang kurang tepat dan mempengaruhi makna	Tata bahasa dan kosakata sulit /tidak dapat dimengerti	Monolog tidak berkembang.
4.	Struktur Teks Lisan	Merealisasikan langkah retorika dengan tepat dalam ragam bahasa tulis sehingga tujuan komunikatif teks jelas	Merealisasikan langkah retorika dengan tujuan komunikatif yang jelas meskipun terdapat kesalahan	Mengucap kata-kata, tetapi tujuan komunikatifnya sulit dimengerti	mengucap kata-kata, tetapi tujuan komunikatifnya tidak tersampaikan	Hanya memproduksi kata-kata yang tidak membentuk teks.
5.	Kejelasan Makna	Mengungkapkan berbagai makna secara jelas dan efektif	Mengungkapkan berbagai makna secara jelas	Mengungkapkan makna, tetapi sesekali kurang jelas.	Mengungkapkan makna, tetapi sulit dipahami.	Mengucap secara acak, makna hilang.

No.	Aspek	5	4	3	2	1
6	Hubungan antar Gagasan	Menunjukkan kelancaran hubungan antar gagasan	Menunjukkan transisi hubungan antar gagasan	Hubungan antar gagasan kurang jelas	Hubungan antar gagasan kacau	Gagal merealisasikan gagasan
<b>Jumlah</b>						

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

## Listening Script

### Activity 2

#### A Horrible Singing Competition

I have got an unforgettable experience last year. It happened when my teacher asked me to represent our school at the English Singing Competition. I had to sing one traditional song. The time given was very limited. Almost a week I worked hard to practice.

The day of the competition came. There were about twenty participants in the special room in front of four judges. I got number eighteen so I had to wait for the other seventeen participants to perform. When my turn came, I was already very tired. Suddenly I felt very nervous. I forgot the lyrics and panicked. I forgot everything I had to sing. Then, my knees started shaking. My stomach was spun. The judges asked me if I was o.k. but I could not say anything. Then, I heard one of the judges asked me to come back to my seat. Hurriedly I ran away from the room to the toilet and vomiting.

The teacher chased me. She said I was very pale and I sweated a lot. The teacher took me to her car and brought me home. That was the worst experience I have ever had.

### Let's Check

#### A Wonderful Study Tour

When I was in the 7<sup>th</sup> grade, my friends and I went for a study tour to Bandung. We left Cianjur at 03.00 a.m.

Our bus arrived at 05.00 a.m at Masjid Agung Jawa Barat. After that, we were for the first tourist site that was Museum Asia Afrika. Then, we went to The Great Asia Africa in Lembang. It was an amazing place. I took many pictures there with my friends. We arrived there at 10.00 a.m. At 12.30, we had lunch there with my friends and my teacher.

Finally, at 04.00 p.m. we went to buy many souvenirs in Cihampelas Street. We arrived at 05.30 p.m. We bought some T-shirts and food for my family at home. At 08.00 p.m. we went back to Cianjur.

I felt so tired, but happy at the same time. I hope I can go there again someday.



## Evaluasi

### A. Choose the correct answer.

*Pilihlah jawaban yang benar!*

My worst experience happened on an airplane about five years ago. I flew from Medan to Balikpapan. When the plane took off, the wind was blowing, and it was raining hard. I was a little nervous. The plane was all right for about 30 minutes. I listened to the music on the airplane's radio. Many people talked. The stewardesses served drinks to the passengers. Suddenly, a lightning struck one of the engines. The plane dropped rapidly. Some people screamed, and the stewardesses fell. My heart beat very fast. I thought I was going to die. But after about 30 seconds, the pilot was able to start another engine. We landed safely. But, I will never fly again when the weather is bad.

1. The writer writes the text to tell the readers ....
  - A. his feeling about flying in a bad weather
  - B. why he was afraid of flying in the bad weather
  - C. how the plane was broken in a bad weather
  - D. the effect of the bad weather on the flying plane
2. What was the cause of the plane problem?
  - A. A careless pilot.
  - B. A bad weather.
  - C. A bad plane
  - D. A broken engine
3. How was the pilot?
  - A. Skillful.
  - B. Wise.
  - C. Simple.
  - D. Thoughtful.

4. The plane could fly again....one of the engines of the plane was struck by lightning.
- A. so
  - B. although
  - C. because
  - D. but
5. What did the writer feel in the end?
- A. He did not want to fly again in a bad weather.
  - B. He wanted to fly again anytime.
  - C. He did not want to fly anytime.
  - D. He wanted to use a ship to go to another city.

I have got a funny experience last Sunday. It happened when I went to the mall with my younger brother.

That day, my brother and I went to the mall near our house. I wanted to buy a T-shirt. We left home after lunch. It was very crowded at mall because it was Sunday. Many teenagers hanged out there. We entered one of the fashion stores. I went to the T-shirt counter and selected the one that I was interested in. Suddenly, my brother saw one of his friends and he said he wanted to talk to him. I let my brother go and asked him not to go too far.

After paying for the shirt, I looked for my brother. I got a little bit angry because I couldn't find him easily. I went out of the store and looked for him everywhere. Finally, I saw the back of a boy with a T shirt like the one my brother wore. I came to that boy and pulled the shirt from behind. But that boy cried out. And when he turned around, I was so embarrassed as he was not my brother.

6. When did it happen?
- A. Last Saturday
  - B. Last Sunday
  - C. Last Monday
  - D. Last Tuesday

7. The text tells us about ... experience.
- A. A thrilling
  - B. An embarrassing
  - C. A happy
  - D. A terrible
8. The writer's brother might feel ....
- A. happy hanging out with friends
  - B. bored waiting for his sister choosing the T-shirt
  - C. interested in joining his friend choosing shirt
  - D. lonely staying at the mall
9. The writer pulled out the wrong person's T-shirt because the writer might be....
- A. happy
  - B. impatient
  - C. dissapointed
  - D. worried
10. What will the next story be about? The writer ....
- a. looked for her brother
  - b. got angry with her brother
  - c. left home without her brother
  - d. was sorry for her mistake

**B. Complete the following text with suitable words given.**

*Lengkapi teks berikut dengan kata-kata yang tepat yang diberikan.*

It was a lovely day and all the family were going to the beach for picnic. I was excited because my grandpa had promised that I became the first person who could ride on his new (1) \_\_\_\_\_. As soon as we parked the car, I ran down to the



white sandy beach, (2) \_\_\_\_\_ off my sandals and jumped for joy because there in the water was the magnificent speedboat. I wanted to go (3) \_\_\_\_\_ but my grandpa said to wait until after lunch. So, I played in the sand and built sandcastle.

After lunch, it (4) \_\_\_\_\_ time to go. My mom and my dad came and my sister too, and of course grandpa but not grandma because she preferred to have a short sleep. The speedboat went so (5) \_\_\_\_\_, bouncing through the waves and zooming at high speed over the long flat bits. I was having such a great time when suddenly I was (6) \_\_\_\_\_ through the air and landing in the water. The speedboat had (7) \_\_\_\_\_. The beach was far far away. I (8) \_\_\_\_\_ swim but not that far. Luckily my mum was near-by and helped me swim to the beach. It took hours. Everyone was OK but the boat was smashed (9) \_\_\_\_\_ pieces.

(10) \_\_\_\_\_ then I have been scared of boat.

(taken from Flying Start workbook)

boat	immediately	since
could	into	turned over
fast	kicked	was
flying	picnic	were

**C. Write your most memorable experience. Then, retell it to your teacher and friends.**

*Tuliskan tentang pengalaman Ananda yang tak terlupakan! Setelah itu, ceritakan kepada guru dan teman-teman Ananda!*

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## Kunci Jawaban Evaluasi

### A. Pilihan Ganda

No	Jawaban	Pembahasan
1	A	Secara keseluruhan, teks tersebut menceritakan tentang perasaan penulis ketika terbang dalam kondisi cuaca buruk.
2	D	Penyebab masalahnya adalah kerusakan mesin yang rusak karena tersambar petir.
3	A	Digambarkan pilot tersebut sangatlah terlatih karena dapat mengatasi masalah di tengah badai.
4	B	Kata penghubung yang tepat adalah “ <i>although</i> ”, walaupun, karena dua pernyataan bertentangan.
5	A	Di dalam akhir cerita dinyatakan bahwa penulis tidak ingin terbang lagi dalam kondisi cuaca yang buruk.
6	B	Di dalam awal cerita disampaikan bahwa cerita berlangsung pada hari Minggu yang lalu.
7	B	Secara keseluruhan, isi teks bercerita mengenai pengalaman memalukan penulis.
8	B	Saudara laki-laki tersebut mungkin merasa bosan menunggu penulis memilih T-Shirt.
9	D	Penulis menarik T-shirt seseorang yang salah mungkin dikarenakan ia merasa khawatir kehilangan saudara laki-lakinya.
10	A	Kemungkinan cerita berlangsung dengan sang penulis mencari kembali saudara laki-lakinya.

## B. Isian

Pada bagian isian, Ananda diharapkan dapat melengkapi teks rumpang. Berikut adalah jawaban untuk bagian tersebut.

1. boat
2. kicked
3. immediately
4. was
5. fast
6. flying
7. turned over
8. could
9. into
10. since

## C. Essay

Untuk bagian ini, Ananda bisa menulis tentang pengalaman apapun yang menarik, tak terlupakan sampai sekarang. Setelah itu ceritakan kembali dalam bentuk lisan. Selama masa pandemi ini, Ananda dapat merekam suara, video, ataupun disampaikan secara langsung kepada guru dan teman-teman. Berikut adalah contoh jawabannya.

Contoh jawaban

Last year, before Covid-19, me and my family went to Candi Borobudur. In the beginning, my father asked me whether I could step on the highest part of Candi Borobudur or not. I said, yes of course. But then, when we arrived there, my father was the one who couldn't go to the highest part of Candi Borobudur. He said that better for him to sit and watched us from distance.

Untuk keterampilan menulis menulis, Anda dapat mencermati rubrik berikut:

**Rubrik Penilaian Menulis**

No.	Aspek	5	4	3	2	1
1.	Tata bahasa dan Kosakata	Menggunakan tata bahasa yang benar dan kosakata yang tepat	Menggunakan tata bahasa dan kosakata yang terkadang kurang tepat, tetapi tidak mempengaruhi makna	Menggunakan tata bahasa dan kosakata yang kurang tepat dan mempengaruhi makna	Tata bahasa dan kosakata sulit /tidak dapat dimengerti	Tulisan tidak berkembang.
2.	Struktur Teks	Merealisasikan langkah retorika dengan tepat dalam ragam bahasa tulis sehingga tujuan komunikatif teks jelas	Merealisasikan langkah retorika dengan tujuan komunikatif yang jelas meskipun terdapat kesalahan	Menulis kata-kata, tetapi tujuan komunikatifnya sulit dimengerti	Menulis kata-kata, tetapi tujuan komunikatifnya tidak tersampaikan	Hanya memproduksi kata-kata yang tidak membentuk teks.
3.	Kejelasan Makna	Mengungkapkan berbagai makna secara jelas dan efektif	Mengungkapkan berbagai makna secara jelas	Mengungkapkan makna, tetapi sesekali kurang jelas.	Mengungkapkan makna, tetapi sulit dipahami.	Menulis secara acak, makna hilang.
4.	Hubungan antar Gagasan	Menunjukkan kelancaran hubungan antar gagasan	Menunjukkan transisi hubungan antar gagasan	Hubungan antar gagasan kurang jelas	Hubungan antar gagasan kacau	Gagal merealisasikan gagasan
5.	Ejaan dan Tata Tulis	Ejaan dan tata tulis semua kata tepat	Ada kesalahan ejaan dan tata tulis pada beberapa kata	Ada kesalahan ejaan dan tata tulis pada banyak kata	Ada kesalahan ejaan dan tata tulis pada banyak kata	Ada kesalahan ejaan dan tata tulis pada hamper semua kata
<b>Jumlah</b>						

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

Gunakan rubrik ini untuk menilai keterampilan berbicara Ananda.

**Rubrik Penilaian Berbicara**

No.	Aspek	5	4	3	2	1
1.	Pengucapan, Intonasi, dan Penekanan	Pengucapan, intonasi, dan penekanan benar semua	Pengucapan, intonasi, dan penekanan sedikit yang salah	Pengucapan, intonasi, dan penekanan beberapa yang salah	Pengucapan, intonasi, dan penekanan banyak yang salah	Pengucapan, intonasi, dan penekanan sangat banyak yang salah
2.	Kelancaran	Kalimat-kalimat diucapkan dengan sangat lancar	Kalimat-kalimat diucapkan dengan lancar	Kalimat-kalimat diucapkan dengan sedikit lancar	Kalimat-kalimat diucapkan dengan tidak lancar	Kalimat-kalimat diucapkan dengan sangat tidak lancar
3.	Tata bahasa dan Kosakata	Menggunakan tata bahasa yang benar dan kosakata yang tepat	Menggunakan tata bahasa dan kosakata yang terkadang kurang tepat, tetapi tidak mempengaruhi makna	Menggunakan tata bahasa dan kosakata yang kurang tepat dan mempengaruhi makna	Tata bahasa dan kosakata sulit /tidak dapat dimengerti	Monolog tidak berkembang.
4.	Struktur Teks Lisan	Merealisasikan langkah retorika dengan tepat dalam ragam bahasa tulis sehingga tujuan komunikatif teks jelas	Merealisasikan langkah retorika dengan tujuan komunikatif yang jelas meskipun terdapat kesalahan	Mengucap kata-kata, tetapi tujuan komunikatifnya sulit dimengerti	Mengucap kata-kata, tetapi tujuan komunikatifnya tidak tersampaikan	Hanya memproduksi kata-kata yang tidak membentuk teks.
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6	Hubungan antar Gagasan	Menunjukkan kelancaran hubungan antar gagasan	Menunjukkan transisi hubungan antar gagasan	Hubungan antar gagasan kurang jelas	Hubungan antar gagasan kacau	Gagal merealisasikan gagasan
<b>Jumlah</b>						

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$



## Glosarium

aim (kata benda)	: tujuan
angry (kata sifat)	: marah
atmosphere (kata benda)	: suasana
chronological order (kata benda)	: sesuai dengan urutan kejadian
conclusion (kata benda)	: kesimpulan
consonant (kata benda)	: huruf mati
dreamt (kata kerja)	: diimpikan
embarrassed (kata sifat)	: malu
emoticon (kata benda)	: symbol yang melambangkan susana hati
entitled	: berjudul
event (kata benda)	: kejadian
experience (kata benda)	: pengalaman
field trip (kata benda)	: kunjungan untuk mempelajari sesuatu
generic structure (kata benda)	: susunan teks secara umum
happy (kata sifat)	: senang atau bahagia
holiday (kata benda)	: liburan
irregular verbs (kata benda)	: kata kerja lampau yang memiliki bentuk tertentu
language features (kata benda)	: ciri-ciri kebahasaan
learning values (kata benda)	: nialai nilai yang bisa dipelajari atau pesan moral
message (kata benda)	: pesan
mood (kata benda)	: suasana hati
monolog (kata benda)	: pidato
orientation (kata benda)	: awal cerita
past tense (kata benda)	: kedaan di masa lampau

point of view (kata benda)	: sudut pandang dari pembuat cerita
present tense (kata benda)	: keadaan di masa sekarang
regular verbs (kata benda)	: kata kerja beraturan yang bentuk lampaunya ditambah d/ed
reorientation (kata benda)	: akhir suatu cerita yang kadang menyebutkan perasaan penulis
sad (kata sifat)	: sedih /tidak bahagia
shy (kata sifat)	: malu
silly (kata sifat)	: bodoh
social function (kata benda)	: fungsi social tek syang meliputi tujuan, setting, topic pesan dll
statement (kata benda)	: pernyataan
surprised (kata sifat)	: terkejut
surf (kata benda)	: permainan olah raga air
time connectives (kata benda)	: kata sambung
time sequence (kata benda)	: kata sambung yang menunjukkan urutan kejadian
title (kata benda)	: judul
trip (kata benda)	; perjalanan
verb (kata benda)	: kata kerja
worried (kata sifat)	: khawatir atau gelisah
vowel (kata benda)	: huruf hidup
upset (kata sifat)	: kecewa





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## Daftar Sumber Gambar

Pictures	Source
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Picture 8	<a href="http://zelda.fandom.com/wiki/Tree_Branch">/zelda.fandom.com/wiki/Tree_Branch</a>
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Picture 14	<a href="http://live.fundza.mobi/home/library/fiction-childrens-stories/man-and-lion/page-1/">/live.fundza.mobi/home/library/fiction-childrens-stories/man-and-lion/page-1/</a>
Picture 15	<a href="http://www.vectorstock.com/royalty-free-vector/scene-with-wild-lion-walking-in-green-forest-vector-29553904">/www.vectorstock.com/royalty-free-vector/scene-with-wild-lion-walking-in-green-forest-vector-29553904</a>
Picture 16	<a href="http://in.pinterest.com/pin/768567492635575376/">/in.pinterest.com/pin/768567492635575376/</a>
Picture 17	<a href="http://www.hiclipart.com/free-transparent-background-png-clipart-iprah">/ www.hiclipart.com/free-transparent-background-png-clipart-iprah</a>
Picture 18	<a href="http://pngtree.com/freepng/camp-wild-mountains-tent-bonfire_3814470.html">/pngtree.com/freepng/camp-wild-mountains-tent-bonfire_3814470.html</a>
Picture 19	<a href="http://pngtree.com/freepng/green-and-blue-football-competition-fiercely_4619422.html">/pngtree.com/freepng/green-and-blue-football-competition-fiercely_4619422.html</a>
Picture 20	<a href="http://pngtree.com/freepng/campus-singer-competition_3101316.html">/pngtree.com/freepng/campus-singer-competition_3101316.html</a>
Picture 21	<a href="http://groups.dcn.org/gscamping">groups.dcn.org/gscamping</a>
Picture 22	<a href="http://www.uptonjunior.com/news/?pid=203&amp;nid=29&amp;storyid=2238">/www.uptonjunior.com/news/?pid=203&amp;nid=29&amp;storyid=2238</a>
Picture 23	<a href="http://clipart-library.com/clipart/1308929.htm">clipart-library.com/clipart/1308929.htm</a>
Picture 24	<a href="http://www.vectorstock.com/royalty-free-vector/going-camping-vector-4384997">/www.vectorstock.com/royalty-free-vector/going-camping-vector-4384997</a>
Picture 25	<a href="http://all-free-download.com/free-vector/download/camping-background-people-activity-icon-cartoon-characters_6839603.html">/all-free-download.com/free-vector/download/camping-background-people-activity-icon-cartoon-characters_6839603.html</a>
Picture 26	<a href="http://graphicriver.net/item/cartoon-children-characters-camping/20423219">/graphicriver.net/item/cartoon-children-characters-camping/20423219</a>
Picture 27	<a href="http://www.123rf.com/photo_67820568_stock-vector-camping-children-background-with-fishing-tent-and-rucksack-cartoon-vector-illustration.html">/www.123rf.com/photo_67820568_stock-vector-camping-children-background-with-fishing-tent-and-rucksack-cartoon-vector-illustration.html</a>
Picture 28	<a href="http://www.dreamstime.com/camping-forest-cartoon-vector-illustration-camping-forest-">/www.dreamstime.com/camping-forest-cartoon-vector-illustration-camping-forest-</a>
Picture 29	<a href="http://www.123rf.com/photo_10560247_illustration-of-kids-cleaning-up-a-camp.html">/www.123rf.com/photo_10560247_illustration-of-kids-cleaning-up-a-camp.html</a>
Picture 30	<a href="http://www.freepik.com/free-vector/eco-volunteers-cleaning-sea-ocean-beach-from-garbage-people-family-wi">/www.freepik.com/free-vector/eco-volunteers-cleaning-sea-ocean-beach-from-garbage-people-family-wi</a>



**Modul**  
**2**



**You're the  
Music in Me**





## Kompetensi Dasar

**3.4**

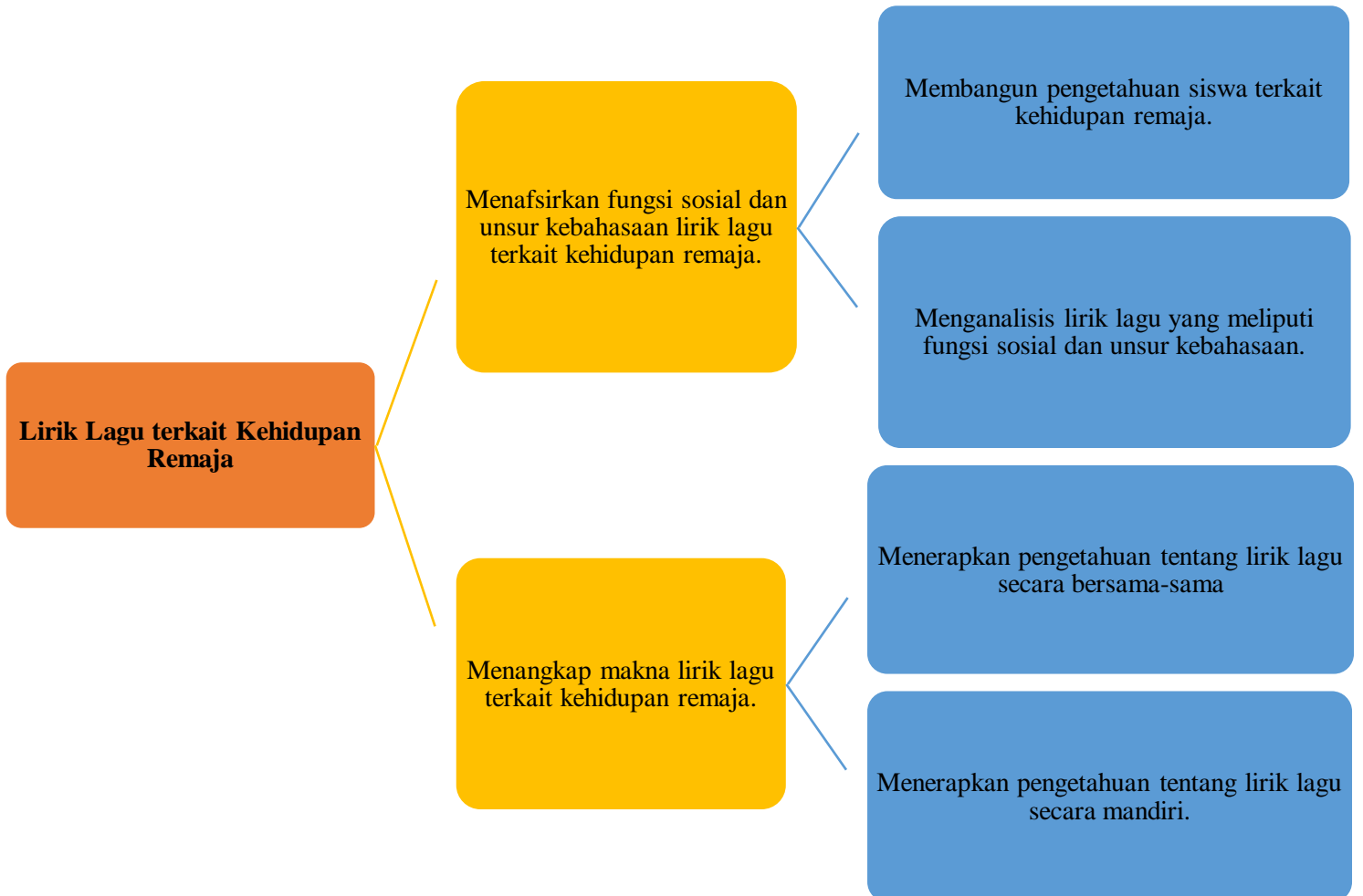
- Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs.

**4.4**

- Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs.



## Peta Kompetensi





## Tujuan Pembelajaran

Pembelajaran ke-	Tujuan Pembelajaran
1	<ol style="list-style-type: none"><li>11. Melalui kegiatan membaca beberapa poster film, siswa dapat menunjukkan judul lagu pengiring di film tersebut dengan tepat.</li><li>12. Melalui kegiatan membaca lirik lagu, siswa dapat menemukan potongan lirik yang sesuai dengan pesan yang dapat ditangkap dengan tepat.</li><li>13. Melalui kegiatan membaca ulasan singkat tentang sebuah lagu, siswa dapat menunjukkan gambar yang sesuai dengan deskripsi yang diberikan dengan tepat.</li><li>14. Melalui kegiatan membaca lirik lagu, siswa dapat menentukan kebenaran dari beberapa pernyataan dengan benar.</li><li>15. Melalui kegiatan membaca arti kata dalam Bahasa Indonesia, siswa dapat menuliskan kata kerja dalam bahasa Inggris dengan tepat.</li><li>16. Melalui kegiatan membaca artikel wawancara terkait perilisan sebuah lagu, siswa dapat menemukan pesan dari isi lagu dengan tepat.</li><li>17. Melalui kegiatan membaca lirik lagu, siswa dapat menemukan kata kerja yang ada di dalam lagu dengan tepat.</li><li>18. Melalui kegiatan membaca lirik lagu, siswa dapat menuliskan karakter dari sebuah binatang berdasarkan isi lirik lagu dengan tepat.</li><li>19. Melalui kegiatan membaca lirik lagu, siswa dapat menjawab pertanyaan terkait informasi umum isi lagu dengan tepat.</li></ol>

Pembelajaran ke-	Tujuan Pembelajaran
	<p>20. Melalui kegiatan membaca lirik lagu, siswa dapat menuliskan kata kerja dalam bentuk lampau dan saat ini dengan benar.</p> <p>21. Melalui kegiatan membaca beberapa lirik lagu, siswa dapat menentukan tema dari masing-masing lagu dengan tepat.</p> <p>22. Melalui kegiatan bermain <i>word search</i>, siswa dapat menemukan topik-topik yang mungkin ada dalam sebuah lagu yang berhubungan dengan kehidupan siswa dengan tepat.</p> <p>23. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku kerjasama, tanggungjawab, dan percaya diri.</p> <p>24. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.</p> <p>25. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi.</p>
2	<p>20. Melalui kegiatan membaca lirik lagu, siswa dapat melakukan refleksi diri terkait apa yang membuat mereka spesial dengan bahasa mereka sendiri.</p> <p>21. Melalui kegiatan membaca lirik lagu, siswa dapat menjawab pertanyaan terkait informasi umum yang terdapat di dalam lirik lagu dengan tepat.</p> <p>22. Melalui kegiatan membaca bagan, siswa dapat memahami konsep <i>adjective</i> dan <i>noun</i> dengan benar.</p> <p>23. Melalui kegiatan melengkapi tabel, siswa dapat membedakan kata yang termasuk ke dalam kelompok kata sifat dan kata benda dengan tepat.</p> <p>24. Melalui kegiatan bermain <i>word search</i>, siswa dapat menemukan kata sifat yang terdapat dalam lirik lagu dengan tepat.</p>



Pembelajaran ke-	Tujuan Pembelajaran
	<p>25. Melalui kegiatan bermain <i>word search</i>, siswa dapat menuliskan kata sifat yang mereka temukan ke dalam tabel tersedia dengan benar.</p> <p>26. Melalui kegiatan membaca bagan, siswa dapat memahami konsep <i>comparative adjectives</i> dan <i>superlative adjectives</i> dengan benar.</p> <p>27. Melalui kegiatan melengkapi tabel, siswa dapat menuliskan bentuk <i>comparative</i> dan <i>superlative</i> dari kata sifat yang ada dalam lirik lagu dengan benar.</p> <p>28. Melalui kegiatan membaca lirik lagu, siswa dapat menjawab pertanyaan terkait informasi umum yang terdapat di dalam lirik lagu dengan tepat.</p> <p>29. Melalui kegiatan membaca lirik lagu, siswa dapat membedakan kata-sifat berakhiran <i>-er</i> dan kata profesi yang sama-sama berakhiran <i>-er</i> dengan tepat.</p> <p>30. Melalui kegiatan melengkapi tabel, siswa dapat menuliskan kata sifat dan bentuk <i>superlative</i> dari kata sifat perbandingan yang ada di dalam lagu dengan tepat.</p> <p>31. Melalui kegiatan membaca lirik lagu, siswa dapat menjawab pertanyaan terkait informasi umum yang terdapat di dalam lirik lagu dengan tepat.</p> <p>32. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku kerjasama, tanggung jawab, dan percaya diri.</p> <p>33. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.</p> <p>34. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi.</p>
3	<p>19. Melalui kegiatan mengamati gambar, siswa dapat melakukan refleksi diri terkait hubungan antara mereka dengan ibunda dengan menggunakan bahasa sendiri dengan baik.</p>

Pembelajaran ke-	Tujuan Pembelajaran
	<p>20. Melalui kegiatan membaca lirik lagu, siswa dapat menghubungkan dua pernyataan yang berhubungan dengan tepat.</p> <p>21. Melalui kegiatan membaca lirik lagu, siswa dapat menyatakan benar salahnya beberapa pernyataan yang tersedia dengan benar.</p> <p>22. Melalui kegiatan mengamati beberapa kata, siswa dapat membedakan sifat yang dimiliki di masa lalu dan saat ini dengan tepat.</p> <p>23. Melalui kegiatan melengkapi bagan, siswa dapat menuliskan beberapa kegiatan pada fase remaja dan fase dewasa dengan tepat.</p> <p>24. Melalui kegiatan mengamati lirik lagu, siswa dapat melengkapi teks rumpang yang inti ceritanya masih berhubungan dengan lirik lagu dengan benar.</p> <p>25. Melalui kegiatan mendengarkan, siswa dapat melengkapi lirik lagu rumpang dengan tepat.</p> <p>26. Melalui kegiatan membaca lirik lagu, siswa dapat melengkapi teks rumpang yang berhubungan dengan lirik lagu dengan benar.</p> <p>27. Melalui kegiatan membaca lirik lagu, siswa dapat menuliskan surat sederhana untuk ibunda dengan mengambil kata maupun frase yang berasal dari lirik lagu.</p> <p>28. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku kerjasama, tanggung jawab, dan percaya diri.</p> <p>29. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.</p> <p>30. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi.</p>
4	13. Melalui kegiatan mengamati gambar, siswa dapat merefleksikan hubungan pertemanan mereka dengan baik.

**Pembelajaran ke-****Tujuan Pembelajaran**

14. Melalui kegiatan mendengarkan dan membaca potongan lirik lagu, siswa dapat menyusun lirik lagu dengan tepat.
15. Melalui kegiatan mengamati lirik lagu, siswa dapat menuliskan kembali lirik lagu dengan tulisan yang rapi.
16. Melalui kegiatan mendengarkan lirik lagu yang dibacakan oleh guru, siswa dapat melengkapi lirik lagu dengan kata-kata yang sesuai dengan tepat.
17. Melalui kegiatan melengkapi tabel, siswa dapat membandingkan informasi umum yang ada dalam dua buah lagu dengan tepat.
18. Melalui kegiatan membaca lirik lagu, siswa dapat menjawab pertanyaan yang berhubungan dengan isi lirik lagu dengan tepat.
19. Melalui kegiatan membaca lirik lagu, siswa dapat melengkapi pernyataan yang berhubungan dengan isi lirik lagu dengan tepat.
20. Melalui kegiatan membaca kembali jawaban yang diberikan di kegiatan sebelumnya, siswa dapat menceritakan kembali isi lagu dengan benar.
21. Melalui kegiatan membaca lirik lagu, siswa dapat menjawab pertanyaan yang berhubungan dengan isi lirik lagu dengan tepat.
22. Melalui kegiatan membaca kembali jawaban yang diberikan di kegiatan sebelumnya, siswa dapat menceritakan kembali isi lagu dengan benar.
23. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku kerjasama, tanggung jawab, dan percaya diri.
24. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.
25. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi.



## Peran Guru & Orang Tua

Pembelajaran ke-	Peran Guru	Peran Orang Tua
1	<ol style="list-style-type: none"><li>7. Mendampingi siswa ketika membahas poster film beserta lagu tema di film tersebut.</li><li>8. Jika memungkinkan, menyediakan alternatif poster film lain yang lebih dekat dengan kehidupan siswa.</li><li>9. Jika siswa mengalami kesulitan dalam mengakses video, membantu unruk memberikan contoh cara membacakan lirik lagu “remember me”, “dynamite”, dan “Gajah”.</li><li>10. Memberikan bantuan ketika siswa mengalami kesulitan dalam memahami kata-kata asing.</li></ol>	<ol style="list-style-type: none"><li>7. Mendampingi anak ketika mengerjakan aktivitas pada Pembelajaran 1.</li><li>8. Jika memungkinkan, membantu anak dalam mengakses video lagu agar anak mengetahui cara pengucapan dari lirik lagu yang diberikan.</li><li>9. Menjadi penghubung dengan guru ketika anak mengalami kesulitan ketika belajar di rumah.</li></ol>
2	<ol style="list-style-type: none"><li>4. Membacakan lirik lagu dengan pengucapan dan intonasi yang tepat.</li><li>5. Membantu siswa dalam memahami makna dari isi lirik lagu.</li><li>6. Membantu siswa dalam memahami konsep kelas</li></ol>	<ol style="list-style-type: none"><li>1. Mendampingi anak ketika mengerjakan aktivitas pada Pembelajaran 2.</li><li>2. Jika memungkinkan, membantu anak dalam mengakses video lagu agar anak mengetahui cara pengucapan dari lirik lagu yang diberikan.</li></ol>

Pembelajaran ke-	Peran Guru	Peran Orang Tua
	<p>kata, khususnya <i>noun</i> dan <i>adjective</i>.</p> <p>7. Membantu siswa dalam memahami kata-kata baru.</p> <p>8. Mendampingi siswa dalam mengerjakan aktivitas-aktivitas yang tersedia.</p> <p>9. Memberikan umpan balik untuk hasil pekerjaan siswa.</p>	<p>3. Menjadi penghubung dengan guru ketika anak mengalami kesulitan ketika belajar di rumah.</p>
3	<p>7. Membacakan lirik lagu dengan pengucapan dan intonasi yang tepat.</p> <p>8. Membantu siswa dalam memahami makna dari isi lirik lagu.</p> <p>9. Membantu siswa dalam memahami kata-kata baru.</p> <p>10. Mendampingi siswa dalam mengerjakan aktivitas-aktivitas yang tersedia.</p> <p>11. Memberikan umpan balik untuk hasil pekerjaan siswa.</p>	<p>1. Jika memungkinkan, membantu anak dalam mengakses video lagu agar anak mengetahui cara pengucapan dari lirik lagu yang diberikan.</p> <p>2. Berbagi cerita ketika hari kelahiran anak beserta arti dari nama yang diberikan kepada siswa.</p> <p>3. Menjadi penghubung dengan guru ketika anak mengalami kesulitan ketika belajar di rumah.</p>
4	<p>4. Mendampingi siswa dalam mengerjakan aktivitas-aktivitas yang tersedia.</p> <p>5. Memberikan umpan balik untuk hasil pekerjaan siswa.</p>	<p>5. Jika memungkinkan, membantu anak dalam mengakses video lagu agar anak mengetahui cara pengucapan dari lirik lagu yang diberikan.</p> <p>6. Menjadi penghubung dengan guru ketika anak mengalami kesulitan ketika belajar di rumah.</p>



# Lesson 1

## What Do You Know about It?

At the end of the lesson you will be able to explain various kinds of information about teenage life.

## Let's Get Ready



Do you know that some movies have special songs that represent the stories? Draw lines to match the movie posters and the song titles.

Apakah Ananda mengetahui bahwa beberapa film memiliki lagu khusus yang berhubungan dengan ceritanya? Hubungkan poster film dan judul lagu yang menyertainya dengan menggunakan garis.



Picture 1

•

•

Laskar Pelangi



Picture 2

•

•

Remember Me



Picture 3

•

•

Let it Go

Have you watched the movies?

Do you know the songs above?

Do you know that they are the winners of several movie awards?

A soundtrack is a song that comes together with a movie. a soundtrack usually brings a message about what the movie is about or what we can learn from that movie.

## Let's Study



### Activity 1

Read the song lyrics below.

*Bacalah lirik lagu di bawah ini!*

#### Remember Me (Reunion)

Lyrics from Coco

Written by Kristen Anderson-Lopez and Robert Lopez

Performed by Anthony Gonzalez and Ana Ofelia Murguía

Remember me, though I have to say goodbye  
Remember me, don't let it make you cry  
For even if I'm far away I hold you in my heart  
I sing a secret song to you each night we are apart

Remember me, though I have to travel far  
Remember me, each time you hear a sad guitar  
Know that I'm with you the only way that I can be  
Until you're in my arms again, remember me

Lyrics transcribed by Disneyclips.com

To learn how to pronounce the lyrics above, you may click this YouTube link:

<https://www.youtube.com/watch?v=A0azOIk0Kvg>

"Coco" won the Academy Award for Best Animated Film in 2017.

The writers wrote "Let It Go" from Frozen which also won the Academy Award in 2013.

"Remember Me" won the Academy Award for Best Original Song in 2017.





## Activity 2

**Find the parts of the lyrics that contain the given messages. One has been done for you.**

*Carilah bagian dari lirik lagu yang memiliki pesan-pesan ini! Satu contoh sudah dikerjakan untuk Ananda.*

Example:

Still think about me even though I have to go somewhere.

*Remember me, though I have to say goodbye.*

1. Please don't be sad when you think about me.

\_\_\_\_\_.

2. Even though I'm not here with you, I will always love you.

\_\_\_\_\_.

3. Every night when we are not together, I will sing this song for you.

\_\_\_\_\_.

4. Still think about me eventhough I have to go very far.

\_\_\_\_\_.

5. When you hear someone plays a guitar, think about me.

\_\_\_\_\_.

6. I will only be with you wherever I am.

\_\_\_\_\_.

7. Think about me until we meet again someday.

\_\_\_\_\_.

This song appears when Miguel tries to remind Mama Coco, his great-grand mother, about Hector – Mama Coco's father. At first, Mama Coco cannot talk at all. But then, after hearing this song played by Miguel, Mama Coco follows to sing together and then is able to talk again and tells everyone about the story of his lovely father who is almost forgotten by everyone.



### Activity 3

Read the story about “Remember Me” song and answer the following questions.

Bacalah cerita mengenai lagu “Remember Me” dan jawablah pertanyaan-pertanyaannya!

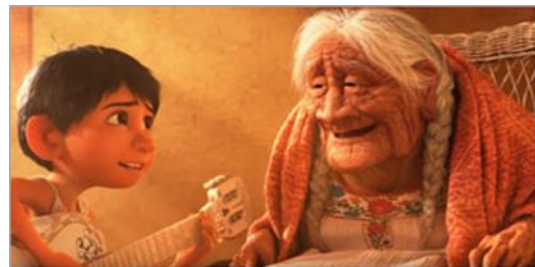
“Remember Me” is a song from the 2017 animated Pixar film Coco, written by Robert Lopez and Kristen Anderson-Lopez. The song is performed variously within the film:

- (1) First, it is performed by Ernesto to his fans to keep him in their minds even as he tours in other places.
- (2) Then, it appears as a lullaby from Héctor to his daughter Coco when he has to travel far as a traveling artist.
- (3) After that, it is then used as a nostalgic song to connect an older Coco to an earlier time in her life.
- (4) Last, it appears in a pop version played during the end credits.

Can you guess which picture represents each performance? Write the number below each picture.



Picture 4

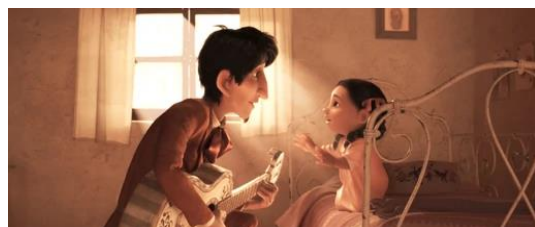


Picture 5

3



Picture 6



Picture 7



#### Activity 4

What are the messages of the song? Put a tick (✓) for the correct answers and cross (✗) for the wrong answers.

*Apa pesan dari lagu tersebut? Bubuhkan tanda centang (✓) untuk pernyataan yang benar dan silang (✗) untuk pernyataan yang salah.*

No	Statements	Yes/No
1	The singer wants the listeners to remember him or her eventhough he or she (the singer) is gone.	
2	The song can comfort children who deal with the loss of a loved one.	
3	The singer wants the listeners to forget what happened in the past.	
4	The song can make the children feel afraid of their grandparents.	
5	We need to remember those who have passed away.	



### Activity 5

Find the verbs from “Remember Me” song and match them with the meanings.

*Temukan kata kerja dalam lagu “Remember Me” dan jodohkan dengan artinya!*

**Remember** me, though I have to **say** goodbye  
Remember me, don't **let** it make you **cry**  
For even if I'm far away I **hold** you in my heart  
I **sing** a secret song to you each night we are apart

Remember me, though I have to **travel** far  
Remember me, each time you **hear** a sad guitar  
**Know** that I'm with you the only way that I can be  
Until you're in my arms again, remember me

No	Verb	Meaning
1		menangis
2		mendengar
3		memegang (berada di dalam hati)
4		mengetahui
5		biarkan
6		ingatlah
7		berkata
8		bernyanyi
9		berpetualang



### Activity 6

**Do you know BTS? Read the article about their first song that is performed fully in English. Then, answer the questions.**

*Apakah Ananda mengetahui BTS? Bacalah artikel mengenai lagu pertama mereka yang dibawakan keseluruhannya dalam Bahasa Inggris! Setelah itu, jawablah pertanyaan-pertanyaannya!*

### BTS challenges themselves once again with ‘Dynamite’

KWON YAE-RIM | THE KOREA HERALD/ASIA NEWS NETWORK

Fri, August 21, 2020 | 01:36 pm



**DYNAMITE**  
AUG 21<sup>st</sup> 13:00<sup>PM</sup> | AUG 21<sup>st</sup> 00:00<sup>PM</sup>

Picture 8

Global sensation BTS surprised their fans on Friday by releasing a digital single “Dynamite”. The track is unprecedentedly recorded all in English – something they had never tried before since their debut seven years ago.

The band has recently been busy with their reality show “In the SOOP”. Here are the questions and members’ answers from the showcase.

#### Q. What is the meaning of “Dynamite”?

**Suga:** “Dynamite” is a bright, cheerful disco-pop and a message of confidence and happiness. It’s like after you fell on the ground, you’re trying to get back up again. That’s what this song is like.

**Jin:** It’s a song that BTS wants to say at this current moment.

#### Q. Why did you decide to record the song in English?

**V:** Considering the track’s melody and vibe, because it was so fun and cheerful, we thought it would be very fitting.

**J-Hope:** I absolutely, absolutely loved the track’s melody and vibe, and we wanted to share that with many people. We tried our best to deliver the good vibe that we got when first hearing the song, so we did our best to deliver that feeling.

**Q. This pandemic era has brought us a lot of obstacles, but during it all, music has united us together. Have your thoughts about music changed at all through this difficult time?**

**V:** Everyone, not just us, is having a hard time. The reason we are releasing a song that wasn't a part of our plan was because of this crisis. We sincerely hope "Dynamite" will deliver them the strength needed.

**RM:** The pandemic was unexpected and we keep saying this but we felt angry and didn't know what to do. Once some time has passed; however, we began to realize while the virus may have put a temporary stop in our activity, it gave us time and opportunity to think about our music and attempt something new and different.

Recited from: <https://www.thejakartapost.com/life/2020/08/21/bts-challengethemselves-once-again-with-dynamite.html>

Is the article too difficult for you? These words may help you.

*Apakah arikelnya terlalu sulit? Kata-kata ini mungkin bisa membantu Ananda.*

absolutely	: benar-benar	opportunity	: kesempatan
attempt	: mencoba	recorded	: rekaman
confidence	: percaya diri	releasing	: merilis
current moment	: situasi ini	surprised	: terkejut
debut	: debut, pertunjukan	temporary	: sementara
fitting	: cocok, tepat	unprecedentedly	: belum pernah
get back up	: bangkit kembali		terjadi sebelumnya
happiness	: kebahagiaan	vibe	: getaran

Select the correct answer.

1. Suga said, “**It** is a message of confidence and happiness.” What does the word “it” refer to?
  - a. BTS.
  - b. The song.
  - c. The listener.
  
2. Jin said, “It’s a song that BTS wants to say at this **current moment**.” What do you think current moment means?
  - a. When many people should stay at home.
  - b. When many people do not like K-Pop.
  - c. When many people love to watch K-Drama.
  
3. V said, “...we thought **it would be very fitting**.” What do you think it is about?
  - a. The English lyric.
  - b. The message of the song.
  - c. The listeners.
  
4. J-Hope said, “... we did our best to deliver **that feeling**.” What kind of feeling do they want to share?
  - a. The sadness.
  - b. The good vibes.
  - c. The unexpected virus.
  
5. What is the message of the interview? We can try to ...
  - a. be a singer
  - b. sing English songs
  - c. do something new and different during this pandemic

BTS spoke at the 75th United Nations General Assembly, delivering a message of hope in this pandemic era. Their first language is not English, but they learn it so they can share their ideas to the world. We are, as Indonesian students, can learn English as well to deliver our thoughts to the world.



### Activity 7

Have you heard the song? Read “Dynamite” lyrics below.

*Apakah Ananda pernah mendengar lagunya? Bacalah lirik lagu Dynamite berikut!*

#### Dynamite

Written by: David Stewart, Jessica Agombar

Performed by BTS

'Cause, ah-ah, I'm in the stars tonight	Hey, so let's go
So watch me bring the fire	
and set the night alight	(chorus)
	'Cause, ah-ah, I'm in the stars tonight
Shoes on, get up in the morn	So watch me bring the fire
Cup of milk, let's rock and roll	and set the night alight
King Kong, kick the drum,	Shining through the city
rolling on like a rolling stone	with a little funk and soul
Sing song when I'm walking home	So I'ma light it up like dynamite, whoa
Jump up to the top, LeBron	
Ding dong, call me on my phone	Bring a friend, join the crowd
Ice tea and a game of ping pong	Whoever wanna come along
	Word up, talk the talk,
(pre-chorus)	just move like we off the wall
This is getting heavy	Day or night the sky's alight
Can you hear the bass boom? I'm ready	So we dance to the break of dawn
Life is sweet as honey	Ladies and gentlemen, I got the
Yeah, this beat cha ching like money	medicine,
Disco overload,	so you should keep ya eyes on the ball,
I'm into that, I'm good to go	huh
I'm diamond, you know I glow up	



(pre-chorus)

Dy-na-na-na, na-na, na-na, eh

(chorus)

Dy-na-na-na, na-na, na-na, eh

Light it up, dynamite

Dy-na-na-na, na-na, na-na-na, na-na,

(chorus)

life is dynamite

(This is ah)

Dy-na-na-na, na-na, na-na-na, na-na,

(chorus)

life is dynamite

Dy-na-na-na, na-na, na-na-na, na-na,

Shining through the city

life is dynamite

with a little funk and soul

Dy-na-na-na, na-na, na-na-na, na-na,

So I'ma light it up like dynamite, whoa

life is dynamite

(2x)

Shining through the city

Dy-na-na-na, na-na, na-na, eh

with a little funk and soul

I'ma light it up like dynamite, whoa

To learn how to pronounce the lyrics above, you may click this YouTube link:

<https://youtu.be/gdZLi9oWNZg>



### Activity 8

Complete the table by writing the highlighted words from a part of “Dynamite” song below. The meanings may help you.

Lengkapi tabel di bawah ini dengan menuliskan kata-kata yang telah ditandai dari potongan lagu “Dynamite” di bawah ini! Arti dari kata tersebut dapat membantu Anda.

(pre-chorus)

This is getting heavy - can you **hear** the bass boom? I'm ready

Life is sweet as honey - yeah, this beat cha ching like money

Disco overload, I'm into that, I'm good to go

I'm diamond, you know I **glow up**; Hey, so **let's go**

(chorus)

'Cause, ah-ah, I'm in the stars tonight

So **watch** me **bring** the fire and **set** the night alight

**Shining** through the city with a little funk and soul

So I'm a **light it up** like dynamite, whoa

No	Verb	Meaning
1		bawakan
2		bersinar
3		mendengar
4		ayo kita pergi
5		menyalakan
6		mengatur
7		menyinari
8		perhatikan

Do you know what words they are? Yes, they are verbs. Verbs are the action words in a sentence that describe what the subject does.



### Activity 9

**Indonesian songs are amazing as, too. Here is one of them. Read the song lyrics below.**

*Lagu-lagu berbahasa Indonesia pun bagus. Berikut adalah salah satu di antaranya. Bacalah lirik lagu di bawah ini!*

### Gajah

Written and Performed by Tulus

- 1 Setidaknya punya tujuh puluh tahun  
Tak bisa melompat, kumahir berenang  
Bahagia melihat kawan betina  
Berkumpul bersama sampai ajal
  
- 5 Besar dan berani berperang sendiri  
Yang aku hindari hanya semut kecil  
Otak ini cerdas kurakit perangkat  
Wajahmu tak akan pernah kulupa
  
- 10 Mereka panggilku gajah, ku marah ku marah  
Kini baru ku tahu, puji di dalam olokan  
Mereka ingatku marah  
Jabat tanganku panggil aku gajah

(\*)

Kau temanku kau doakan aku

15 Punya otak cerdas aku harus tangguh

Bila jatuh gajah lain membantu

Tubuhmu di situasi rela jadi tamengku

Kecil kita tak tahu apa-apa

Wajar bila terlalu cepat marah

20 Kecil kita tak tahu apa-apa

Yang terburuk kelak bisa jadi yang terbaik

Yang terburuk kelak bisa jadi yang terbaik

(\*) 2x

To know the official music video of the song above, you may click this

YouTube link: <https://www.youtube.com/watch?v=I-el8UadDc4>



### Activity 10

Here are the characteristics of an elephant based on the song lyrics. Categorize them into physical appearance, characters, and the actions. Choose the words from the box.

*Berikut merupakan karakteristik dari seekor gajah berdasarkan lirik lagu. Kategorikan berdasarkan penampakan fisik, karakter, dan aktivitas yang dilakukan! Pilihlah kata-kata dari dalam kotak yang disediakan!*

- avoid ants
- big
- brave
- can build tools
- can swim
- cannot jump
- easy to memorize someone's face
- smart

## Physical Appearance

- \_\_\_\_\_

## Characters

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Actions

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



### Activity 11

Read parts of the song lyrics, and then answer the questions.

*Bacalah bagian-bagian dari lirik lagu berikut, dan lalu jawablah pertanyaannya!*

#### I. Parts of Song Lyrics

1. What is the title of the song?

---

---

2. Who is the writer of the song?

---

---

3. Who is the singer?

---

---

4. What is the topic of the song?

---

---

Why do you think so?

---

---

#### II. Part 1 (line 1-8)

*Setidaknya punya tujuh puluh tahun  
Tak bisa melompat, **kumahir** berenang  
Bahagia melihat kawan-an betina  
Berkumpul bersama sampai ajal  
Besar dan berani berperang sendiri  
Yang aku hindari hanya semut kecil  
Otak ini cerdas kurakit perangkat  
Wajahmu tak akan pernah kulupa*

5. Now, he is 10 years old. At least how many years does he have?

---

---

6. Who is “ku” in line 2?

---

---

**III. Part 2 (line 9-13)**

*Waktu kecil dulu, mereka menertawakan  
Mereka panggilku gajah, **ku** marah **ku** marah  
Kini baru **ku** tahu, puji di dalam olokan  
Mereka ingatku marah  
Jabat tanganku panggil **aku** gajah*

7. Who is “ku” in those lines?

---

---

8. What did he feel when his friends called him an elephant?

---

---

**IV. Part 3 (line 14-17)**

*Kau temanku kau doakan aku  
Punya otak cerdas aku harus tangguh  
Bila jatuh gajah lain membantu  
Tubuhmu di situasi rela jadi tamengku*

9. What can we learn from these lines?

---

---

**V. Part 4 (line 18-22)**

*Kecil kita tak tahu apa-apa  
Wajar bila terlalu cepat marah  
Kecil kita tak tahu apa-apa  
Yang terburuk kelak bisa jadi yang terbaik  
Yang terburuk kelak bisa jadi yang terbaik*

10. Which sentences are mentioned twice from the lyrics above?

---

---

What does it mean for you?

---

---

*When I was a kid, I looked like a big ball, so many called me an elephant. But an elephant is a strong and smart animal, and when I recalled this period, I decided to write a song based on this. - Tulus*



## Let's Check



Can you find out what topic in “Remember Me”, “Dynamite” and “Gajah” songs? Explain your answer.

*Dapatkan Ananda menemukan topik yang ada dalam lagu “Remember Me”, “Dynamite” dan “Gajah”? Jelaskan jawaban Ananda!*

Song Title	Remember Me	Dynamite	Gajah
Topic			
Your Reason			

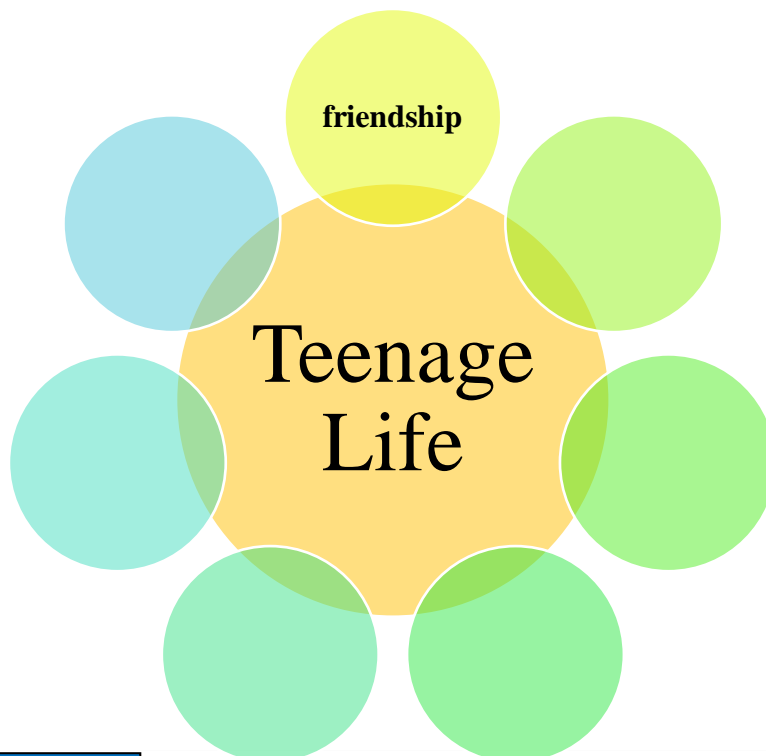
## Let's Sum up



Here are some topics that related to teenage life. Can you find them in the word search below?

Berikut adalah beberapa topik mengenai kehidupan remaja. Dapatkah Ananda menemukannya dalam pencarian kata di bawah ini?

F E A C F V Q M S B D B  
A O H K O H O B B I E S  
M D H G H N Q G Z S Q M  
I K Z J R M F Z T K M O  
L Z V Y W A D L L X B V  
Y S P I R I T A I J O V  
K V I H S B W I L C X X  
I D E N T I T Y T R T J  
H J M R V F T O B U X D  
F X V C V C L X A V D L  
F R I E N D S H I P X E



## Let's Reflect



**Reflect on what you have learnt in this lesson.**

*Refleksikan apa yang sudah Ananda pelajari pada pembelajaran ini!*


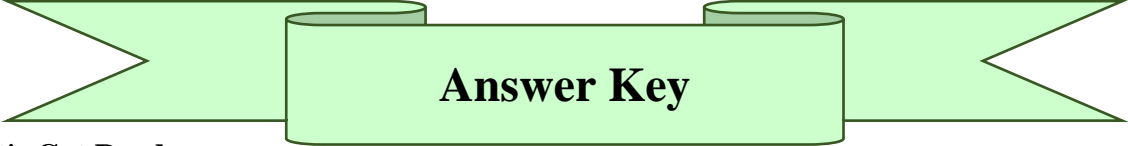
What is your favorite song?

Who is the singer?

Why do you like it?

Are there any lyrics that are meaningful to you?

What can you learn from that song?

## Answer Key

### Let's Get Ready

Coco – Remember Me

Laskar Pelangi – Laskar Pelangi

Frozen – Let It Go

### Let's Study

#### Activity 1

Read the song lyric.

#### Activity 2

1. Remember me, don't let it make you cry.
2. For even if I'm far away I hold you in my heart
3. I sing a secret song to you each night we are apart
4. Remember me, though I have to travel far
5. Remember me, each time you hear a sad guitar
6. Know that I'm with you the only way that I can be
7. Until you're in my arms again, remember me

#### Activity 3

Picture 1: 4

Picture 2: 3

Picture 3: 1

Picture 4: 2

#### Activity 4

1. ✓
2. ✓
3. ✕
4. ✕
5. ✓

#### Activity 5

1. cry
2. hear
3. hold
4. know
5. let
6. remember
7. say
8. sing
9. travel

#### Activity 6

1. a
2. a
3. a
4. b.
5. c

#### Activity 7

Read the song lyrics.

### Activity 8

1. Bring
2. Glow up
3. Hear
4. Let's go
5. Light it up
6. Set
7. Shining
8. Watch

### Activity 9

Read the song lyrics.

### Activity 10

Physical Appearance: big

Characters: brave, smart, easy to memorize someone's face

Actions: avoid ants, can build tools, can swim, cannot jump

### Activity 11

1. Gajah
2. Tulus
3. Tulus
4. Self-Existence - Stop Bullying

Because at past, many people called him "elephant" but then he realized that it was a prayer for him and he can take a positive side.

5. 60 years old.
6. An Elephant
7. The singer/the writer
8. He was angry.

9. When someone says bad words about us, see from the other sides. They may be praying for us to be better.

10. Yang terburuk bisa jadi yang terbaik.

Even when someone said we were nothing, we can prove that they were wrong by becoming the best in the future.

### **Activity 12**

Present verbs: jump, swim, see, fight, avoid, build, shake, call, pray, fall, help, cover, know, get

Past verbs: called, realized, praised, memorized,

### **Let's Check**

Remember Me – Love & Gratitude

Because the lyrics tell about a father who wants to be remembered by his daughter.

Dynamite – Spirit

Because the lyrics tell about how to keep cheering up in any condition.

Gajah – Conflict

Because the lyrics tell about something happening in the past while some people called the writer “Gajah” since he had a big body.

Let's Sum up

Answers: -

F			C								
A				O	H	O	B	B	I	E	S
M			G		N						
I				R		F					
L					A		L				
Y	S	P	I	R	I	T		I			
							I		C		
I	D	E	N	T	I	T	Y	T		T	
									U		
										D	
F	R	I	E	N	D	S	H	I	P	E	

You can continue to the next lesson when you can do at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friends or parents.



# Lesson 2

## Why Not Explore More?

At the end of the lesson, you will be able to identify the social function and linguistic features of song lyrics about teenage life.

## Let's Get Ready



Take a look at the song lyrics below and answer the questions.

*Perhatikan lirik lagu berikut dan jawablah pertanyaan-pertanyaannya!*

**I am Special**  
tune: Are you Sleeping?

I am special, I am special.  
If you look, you will see.  
Someone very special.  
Someone very special.  
That is me, That is ME!

Picture 9

Can you sing the song?

Do you think that you're special?

What makes you special?

Can you describe yourself in 3 words?

What are they?

## Let's Study



### Activity 1

Read the song lyrics below.

*Bacalah lirik lagu berikut!*

### Everything at Once

Written and performed by Lenka

As sly as a fox, as strong as an ox  
As fast as a hare, as brave as a bear  
As free as a bird, as neat as a word  
As quiet as a mouse, as big as a house

All I wanna be, all I wanna be, oh  
All I wanna be is everything

As mean as a wolf, as sharp as a tooth  
As deep as a bite, as dark as the night  
As sweet as a song, as right as a wrong  
As long as a road, as ugly as a toad

As pretty as a picture hanging from a fixture  
Strong like a family, strong as I wanna be  
Bright as day, as light as play  
As hard as nails, as grand as a whale

All I wanna be oh, all I wanna be, oh

All I wanna be is everything

Everything at once

Everything at once, oh

Everything at once

As warm as the sun, as silly as fun

As cool as a tree, as scary as the sea

As hot as fire, cold as ice

Sweet as sugar and everything nice

As old as time, as straight as a line

As royal as a queen, as buzzed as a bee

As stealth as a tiger, smooth as a glider

Pure as a melody, pure as I wanna be

All I wanna be oh, all I wanna be, oh

All I wanna be is everything - Everything at once

To learn how to pronounce the lyrics above, you may click this YouTube link:

<https://www.youtube.com/watch?v=eE9tV1WGTgE>

**Do you find new words there? These words in Indonesia may help you understand the song lyrics.**

*Apakah Ananda menemukan kata-kata baru di sana? Beberapa kata dalam Bahasa Indonesia ini dapat membantu Ananda memahami lagu tersebut.*

bite (noun)	: sebuah gigitan	pure (kata sifat)	: murni
buzzed (kata sifat)	: berdengung	royal (kata sifat)	: mewah
fixture (noun)	: sebuah perlengkapan	scary (kata sifat)	: menakutkan
fox (noun)	: seekor rubah	silly (kata sifat)	: konyol
glider (noun)	: sebuah penggiling	sly (kata sifat)	: licik
grand (kata sifat)	: besar	stealth (kata sifat)	: sembunyi-sembunyi
hare (noun)	: seekor kelinci	straight (kata sifat)	: lurus
mean (kata sifat)	: jahat	toad (kata benda)	: seekor kodok
ox (noun)	: seekor lembu	whale (noun)	: seekor paus



## Activity 2

Answer the questions based on the lyrics above.

*Jawablah pertanyaan-pertanyaan berikut berdasarkan lirik di atas!*

1. What is the title of the song?

---

2. Who is the singer?

---

3. Who is the writer of the song?

---

4. Do you know the meaning of “wanna”? What is it?

---

5. Please write some lines that are repeated in the song lyrics.

---

---

---

6. What do you think the repeated lines are about?

---

---

"Everything at Once" is a song written and recorded by the Australian singer Lenka. It was released in November 2012 as the third single from her second studio album, *Two* (2011).

The song becomes the official commercial advertisement for Windows 8. You can check the video in this link: <https://www.youtube.com/watch?v=YIX7vdYgF04>

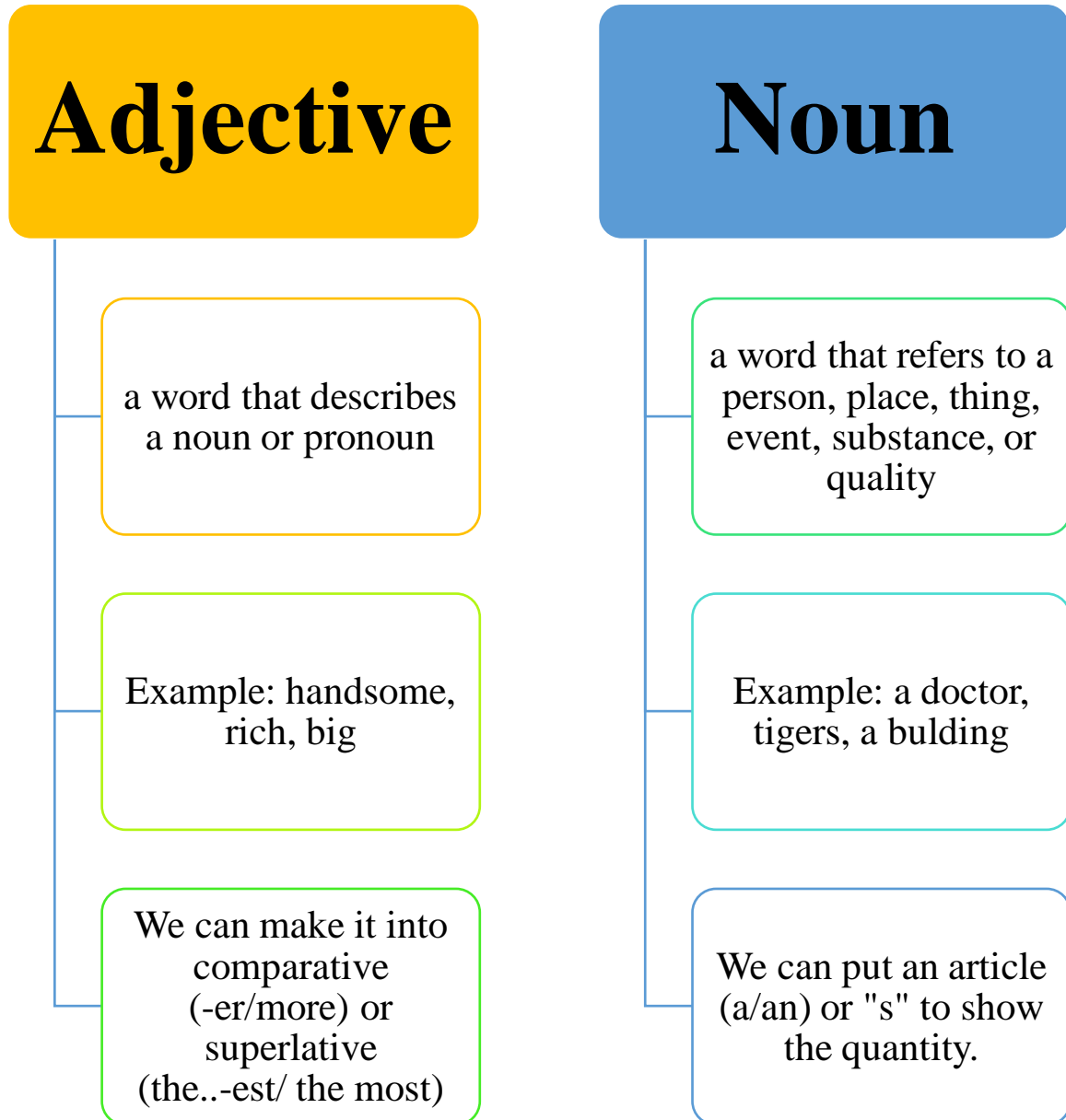
In 2013, Fatin Shidqia performed this song in the grand finale of X-Factor Indonesia – and she forgot the lyrics. There are not repeated words except the chorus. However, we can still learn English from the song lyrics.



### Activity 3

Let's focus on the adjectives and the nouns. Read the explanation below.

*Mari kita fokus kata sifat dan kata kerja. Bacalah penjelasan di bawah ini!*





### Activity 4

Let's find out the adjectives and the nouns from the song lyrics. Complete the table below.

Mari kita cari tahu kata sifat dan kata benda yang ada di dalam lirik lagu. Lengkapi tabel berikut!

No	Adjectives	Song Lyrics	Nouns
1	sly, strong fast, brave free, neat quiet, big	As <b>sly</b> as <b>a fox</b> , as <b>strong</b> as <b>an ox</b> As <b>fast</b> as <b>a hare</b> , as <b>brave</b> as <b>a bear</b> As <b>free</b> as <b>a bird</b> , as <b>neat</b> as <b>a word</b> As <b>quiet</b> as <b>a mouse</b> , as <b>big</b> as <b>a house</b>	a fox, an ox a hare, a bear a bird, a word a mouse, a house
2		As mean as a wolf, as sharp as a tooth As deep as a bite, as dark as the night As sweet as a song, as right as a wrong As long as a road, as ugly as a toad	
3		As pretty as a picture hanging from a fixture Strong like a family, strong as I wanna be Bright as day, as light as play As hard as nails, as grand as a whale	
4		As warm as the sun, as silly as fun As cool as a tree, as scary as the sea As hot as fire, cold as ice Sweet as sugar and everything nice	
5		As old as time, as straight as a line As royal as a queen, as buzzed as a bee As stealth as a tiger, smooth as a glider Pure as a melody, pure as I wanna be	





### Activity 5

Can you find the adjectives in this huge word search?

Dapatkan Ananda menemukan kata-kata sifat tersebut dalam permainan cari kata raksasa di bawah ini?

M Q U I E T B F A S T Y C D U H O T  
E R Y B P L J R N V I C O V F R N B  
A G O Z J O J F A V S L O Y S I K R  
N R H Y H N Y R R V W B L V M G K I  
F A W E A G M E L H E Q U Y O H J G  
P N E A T L I E U S E D W O O T G H  
S D I G N A M A B R T X E P T H Q T  
S W E E T L I G H T P R T E H H B P  
F L S K S T R O N G N Y A F P A E R  
S T E A L T H O T R S I O I L R K E  
C G B E Q B U Z Z E D S C G G D J T  
O S C A R Y N U G L Y H J E O H Y T  
L B V G D O S L Y B O A Q H U D T Y  
D I T C O L D X B D A R K F P U R E  
Y G P S S T R O N G P P E B W A R M



### Activity 6

**Write the adjectives you have found here.**

*Tuliskan kata-kata sifat yang Ananda temukan di sini!*

1. big	2. brave	3
4	5	6
7	8	9
10	11	12
13	14	15
16	17	18
19	20	21
22	23	24
25	26	27
28	29	30
31	32	33
34	35	36
37		



### Activity 7

**One of characteristics of an adjective: we can change it into comparative and superlative forms. Read the explanation below.**

*Salah satu ciri dari sebuah kata sifat adalah kita dapat mengubahnya menjadi bentuk comparative atau superlative. Bacalah penjelasan berikut!*

## Comparative Adjectives

- used to compare differences between the two objects
- example: taller, bigger, more beautiful
- used in sentences where two nouns are compared
- example: Langit is taller than Ridwan.

## Superlative Adjectives

- used to describe an object which is at the upper or lower limit of a quality
- example: the biggest, the most beautiful
- used in sentences where a subject is compared to a group of objects
- example: The easiest subject is English.

## Forming Comparative and Superlative Adjectives

### One syllable adjectives

Add *-er* for the comparative and *-est* for the superlative.

If the adjective has a consonant + single vowel + consonant spelling, the final consonant must be doubled before adding the ending.

Examples:

Adjective	Comparative	Superlative
big	bigger than	the biggest
strong	stronger than	the strongest
warm	warmer than	the warmest

### Two syllables adjectives

Adjectives with two syllables can form the comparative either by adding *-er* or by preceding the adjective with *more*.

These adjectives form the superlative either by adding *-est* or by preceding the adjective with *most*.

For adjectives ending in *y*, change the *y* to an *i* before adding the ending.

Examples:

Adjective	Comparative	Superlative
handsome	more handsome than	the most handsome
beautiful	more beautiful than	the most beautiful
warm	warmer than	the warmest

### Irregular comparatives and superlatives

There is no pattern in these irregular comparative and superlative adjectives

Adjective	Comparative	Superlative
good	better than	the best
bad	worse than	the worst
little	less than	the least
much	more than	the most
far	further than/farther than	the furthest/the farthest



### Activity 8

Change the adjectives from “Everything at Once” song lyrics into comparative and superlative forms.

*Ubahlah kata-kata sifat yang terdapat dalam lirik lagu “Everything at Once” ke dalam bentuk comparative dan superlative!*

No	Adjective	Comparative	Superlative
1	big	bigger than	the biggest
2	brave	braver than	the bravest
3	bright		
4	cold		
5	cool		
6	dark		
7	deep		
8	fast		
9	free		
10	grand		
11	hard		
12	hot		
13	light		
14	long		
15	mean		
16	neat		
17	nice		

No	Adjective	Comparative	Superlative
18	old		
19	pretty		
20	pure		
21	quiet		
22	right		
23	royal *)	more royal than	the most royal
24	scary		
25	sharp		
26	silly		
27	sly		
28	smooth		
29	stealth		
30	straight		
31	strong		
32	sweet		
33	ugly		
34	warm		

\*) royal can be categorized as two syllables adjective, so we need to add “more ... than” to make it comparative and “the most ...” to make it superlative.

\*\*\*) buzzer also is an adjective, but not a common one, so it does not have the comparative and superlative form.



### Activity 9

Read a part of the song lyrics below and answer the questions.

*Bacalah potongan lirik lagu berikut dan jawablah pertanyaan-pertanyaannya!*

### Fighter

Performed by Christina Aguilera

Written by Storch Scott Spencer, Aguilera Christina

After all you put me through,

You think I'd despise you,

But in the end, I wanna thank you,

'Cause you've made me that much stronger

'Cause if it wasn't for all that you tried to do, I wouldn't know

Just how capable I am to pull through

So I wanna say thank you, 'Cause it

[Chorus:]

Makes me that much stronger

Makes me work a little bit harder

It makes me that much wiser

So, thanks for making me a fighter

Made me learn a little bit faster

Made my skin a little bit thicker

Makes me that much smarter

So, thanks for making me a fighter

To learn how to pronounce the lyrics above, you may click this YouTube link:

<https://www.youtube.com/watch?v=PstrAfoMKlc>

These words may help you.

capable (kata sifat)	: mampu	skin (kata benda)	: kulit
despite (kata sifat)	: marah	smarter (kata sifat)	: lebih pintar
faster (kata sifat)	: lebih cepat	stronger (kata sifat)	: lebih kuat
fighter (kata benda)	: pejuang	thicker (kata sifat)	: lebih tebal
harder (kata sifat)	: lebih kuat	wiser (kata sifat)	: lebih bijaksana
learn (kata kerja)	: mempelajari	work (kata kerja)	: bekerja

1. What is the theme of the song? Choose one.
  - a. self-identity
  - b. family
  - c. friendship
2. To whom are the lyrics addressed?

---





### Activity 10

Write all the words with **-er** endings from the song lyric above.

*Tuliskan seluruh kata-kata berakhiran -er pada lirik lagu di atas!*

s \_ \_ \_ \_ e r

h a \_ \_ \_ \_

\_ \_ s \_ \_

f \_ \_ h t \_ \_

\_ \_ s t \_ \_

\_ \_ i c \_ \_ \_

s \_ \_ r \_ \_ \_

1. Are they all comparative adjectives?  
\_\_\_\_\_
2. Which one is not a comparative adjective?  
\_\_\_\_\_
3. Write three words that have -er ending and they are not comparative adjectives.
  - 1) \_\_\_\_\_
  - 2) \_\_\_\_\_
  - 3) \_\_\_\_\_

#### Remember

Adjectives + -er = comparative adjectives

(some) Nouns + -er = professions



### Activity 11

Complete the table by writing the basic adjectives and also the superlatives.

*Lengkapi tabel berikut dengan menuliskan kata sifat dasar dan bentuk "superlative"!*

No	Adjective	Comparative	Superlative
1		stronger	
2		harder	
3		wiser	
4		faster	
5		thicker	
6		smarter	

In the book *Chicken Soup for the Soul: The Story Behind the Song*, Aguilera revealed the occasion, theme and meaning of "Fighter". She talked about her "very chaotic and abusive" home, where she did not feel "safe". At school, Aguilera was picked on and alienated because of her musical passion. However, it made her become "smarter and stronger". To release herself, Aguilera started to write songs at the age of 15, both music and lyrics; and it was the way how she found her voice.

## Let's Check



Read a part of another song below and answer the questions.

*Bacalah potongan lagu berikut dan jawablah pertanyaan-pertanyaannya!*

### What Doesn't Kill You (Stronger)

Written by David Gamson, Gregory Kurstin, Ali Tamposi, Jorgen Elofsson

Performed by Kelly Clarkson

What doesn't kill you makes you stronger

Stand a little taller

Doesn't mean I'm lonely when I'm alone

What doesn't kill you makes a fighter

Footsteps even lighter

Doesn't mean I'm over cause you're gone

To learn how to pronounce the lyrics above, you may click this YouTube link:

<https://www.youtube.com/watch?v=avYxiIRG4xQ>

1. What is the title of the song?

---

2. What do the song is about?

---

3. To whom are the lyrics addressed?

---

4. In what situation was the song written?

---

5. Write all the comparative adjectives from the song lyrics above.

---

In this pandemic Covid-19, even though we are separated - we are not alone. We have to believe that one day we can be together again in a better situation. Remember that – what doesn't kill you makes you stronger 😊.

## Let's Sum up



Complete the chart by looking at the definition below.

Lengkapi diagram berikut dengan memperhatikan definisi yang diberikan!

A song consists of ...





- name of the song
- a person or people who write the song lyric
- a person or people who perform the song
- the general topic of the song
- something that we can learn from the song


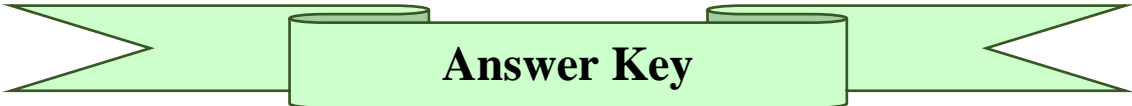
## Let's Reflect



Put a tick (✓) in the right column to show your feeling.

Berikan tanda centang (✓) pada kolom yang sesuai dengan perasaan Ananda!

No	Statements		
1	I know where to find the information about the name of the song.		
2	I know where to find the information about the people who write the song.		
3	I know where to find the information about the person who performs the song.		
4	I know that a song can bring a message to learn.		
5	I know that a song can reflect someone's feelings or emotions.		

## Answer Key

### Let's Get Ready

Possible Answer:

Can you sing the song?

- Yes, I can.

Do you think that you're special?

- Yes, I do.

What makes you special?

- Because I am different than others. I am unique.

Can you describe yourself in 3 words?

- Yes, I can

What are they?

- Smart, discipline, handsome

### Let's Study

#### Activity 1

Read the song lyrics

#### Activity 2

1. Everything at once
2. Lenka
3. Lenka
4. Wanna means "want to" or "want a"
5. All I wanna be is everything, Everything at once
6. The writer wants to be everything mentioned at one time.

#### Activity 3

Read the explanation.

#### Activity 4

No	Adjectives	Nouns
1	sly, strong fast, brave free, neat quiet, big	a fox, an ox a hare, a bear a bird, a word a mouse, a house
2	mean, sharp deep, dark sweet, right long, ugly	a wolf, a tooth a bite, the night a song, a word a road, a toad
3	pretty strong bright, light hard, grand	a picture, a fixture a family, I day, play nails, whale
4	warm, silly, cool, scary hot, cold sweet, nice	the sun, fun a tree, the sea fire, ice sugar
5	old, straight royal, buzzed stealth, smooth pure	time, a line a queen, a bee a tiger, a glider melody, i

### Activity 5

Answers: -

M	Q	U	I	E	T	B	F	A	S	T	C		H	O	T	
E	R			L	R			I	O			R	B			
A	G	O		O	F	A		S	L	O	S	I	R			
N	R	Y		N	R		V	W	L	M	G	I				
	A		A	G	E		E		Y	O	H	G				
	N	E	A	T	L	E	S	E	D		O	T	H			
	D							T	E	T						
S	W	E	E	T	L	I	G	H	T		R	E	H	H	P	
				S	T	R	O	N	G	N	A	P	A	R		
S	T	E	A	L	T	H				I	I	R	E			
				B	U	Z	Z	E	D	S	C	G	D	T		
O	S	C	A	R	Y		U	G	L	Y	H	E	H	T		
L	B				S	L	Y		A					T	Y	
D	I		C	O	L	D			D	A	R	K	P	U	R	E
	G		S	T	R	O	N	G		P			W	A	R	M

### Activity 6

- |           |            |              |
|-----------|------------|--------------|
| 1. big    | 14. light  | 27. silly    |
| 2. brave  | 15. long   | 28. sly      |
| 3. bright | 16. mean   | 29. smooth   |
| 4. buzzed | 17. neat   | 30. stealth  |
| 5. cold   | 18. nice   | 31. straight |
| 6. cool   | 19. old    | 32. strong   |
| 7. dark   | 20. pretty | 33. strong   |
| 8. deep   | 21. pure   | 34. sweet    |
| 9. fast   | 22. quiet  | 35. sweet    |
| 10. free  | 23. right  | 36. ugly     |
| 11. grand | 24. royal  | 37. warm     |
| 12. hard  | 25. scary  |              |
| 13. hot   | 26. sharp  |              |



### Activity 7

Read the explanation.

### Activity 8

No	Adjective	Comparative	Superlative
1	big	bigger than	the biggest
2	brave	braver than	the bravest
3	bright	brighter than	the brightest
4	cold	colder than	the coldest
5	cool	cooler than	the coolest
6	dark	darker than	the darkest
7	deep	deeper than	the deepest
8	fast	faster than	the fastest
9	free	freer than	the freest
10	grand	grandier than	the grandest
11	hard	harder than	the hardest
12	hot	hotter than	the hottest
13	light	lighter than	the lightest
14	long	longer than	the longest
15	mean	meaner than	the meanest
16	neat	neater than	the neatest
17	nice	nicer than	the nicest
18	old	older than	the oldest
19	pretty	prettier than	the prettiest
20	pure	purier than	the purest
21	quiet	quieter than	the quietest
22	right	righter than	the rightest
23	royal	more royal than	the most royal

No	Adjective	Comparative	Superlative
24	scary	scariest than	the scariest
25	sharp	sharper than	the sharpest
26	silly	sillier than	the silliest
27	sly	slyer than	the slyest
28	smooth	smoother than	the smoothest
29	stealth	stealthier than	the stealthiest
30	straight	straighter than	the straightest
31	strong	stronger than	the strongest
32	sweet	sweeter than	the sweetest
33	ugly	uglier than	the ugliest
34	warm	warmer than	the warmest

### Activity 9

1. Self-Identity
2. To the bullies/ those who do bad things

### Activity 10

Stronger, harder, wiser, fighter, faster, thicker, smarter

1. No, they are not.
2. Fighter
3. Options: teacher, singer, painter, carpenter, fire fighter, engineer, cashier, farmer, gardener, hair-dresser

### Activity 11

No	Adjective	Comparative	Superlative
1	strong	stronger	the strongest
2	hard	harder	the hardest
3	wise	wiser	the wisest
4	fast	faster	the fastest
5	thick	thicker	the thickest
6	smart	smarter	the smartest

### Let's Check

1. What Doesn't Kill You (Stronger)
2. The song is about a confidence to stand up even when others do bad things
3. To those who do bad things
4. stronger, taller, lighter

### Let's Sum up

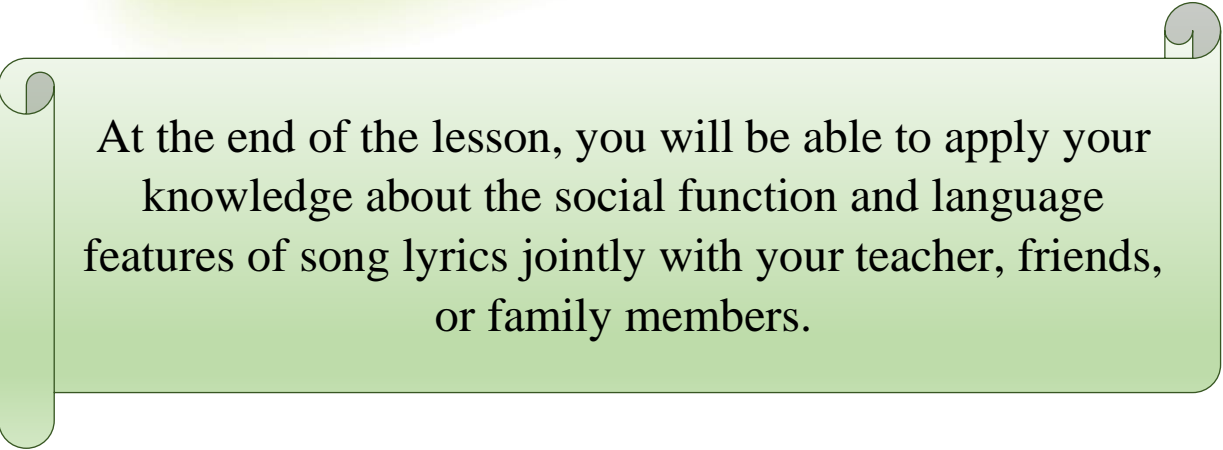
1. Title
2. Writers
3. Singer
4. Theme
5. Message

You can continue to the next lesson when you can master or finish at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friends or parents.



# Lesson 3

## Will You Practice?



At the end of the lesson, you will be able to apply your knowledge about the social function and language features of song lyrics jointly with your teacher, friends, or family members.

## Let's Get Ready



**Look at the picture below, and then answer the questions.**

*Perhatikan gambar berikut dan kemudian jawablah pertanyaan-pertanyaannya!*



Picture 10

Do you  
love your  
mother?

Have you  
ever made  
her  
happy?

What will  
you do to  
make her  
smile?

## Let's Study



### Activity 1

Read the following song lyrics.

*Bacalah lirik lagu di bawah ini!*

### Mama

Writer(s): Richard Stannard, Emma Bunton, Melanie Brown, Victoria Adams,

Melanie Chisolm, Spice Girls, Matthew Rowe

Performed by Spice Girls

She used to be my only enemy and never let me be free  
Catching me in places that I knew I shouldn't be  
Every other day I crossed the line I didn't mean to be so bad  
I never thought you would become the friend I never had

Back then I didn't know why  
Why you were misunderstood mama  
So now I see through your eyes  
All that you did was love

Mama I love you  
Mama I care  
Mama I love you  
Mama my friend  
You're my friend

I didn't want to hear it then but I'm not ashamed to say it now

Every little thing you said and did was right for me  
I had a lot of time to think about, about the way I used to be  
Never had a sense of my responsibility

Back then I didn't know why  
Why you were misunderstood  
So now I see through your eyes  
All that you did was love

Mama I love you  
Mama I care...

To learn how to pronounce the lyrics above, you may click this YouTube link:  
<https://www.youtube.com/watch?v=SwDxev3bS74>



## Activity 2

**Discuss with your friends and match the following phrases from the song lyrics with their correct situations.**

*Diskusikan bersama temanmu lalu jodohkan frase yang diambil dari lirik lagu berikut dengan situasi yang sebenarnya!*

1. My only enemy.	<b>D</b>
2. Never let be me free.	
3. Catching me in places that I knew I shouldn't be.	
4. I crossed the line.	
5. I never thought you would become the friend I never had.	
6. Why you were misunderstood mama.	
7. I see through your eyes.	
8. I'm not ashamed to say it now.	
9. Never had a sense of my responsibility.	
10. All that you did was love.	

- A. I admit it that you are right.
- B. I broke you rules.
- C. I did many thinks without thinking.
- D. I fought a lot with you. We always had different opinions.
- E. I tried to understand you.
- F. I wanted to run away from that place. I hated this place.
- G. We would never talk and share everything.
- H. You don't understand me.
- I. You forbade me to go the many interesting places that I wanted to go.
- J. You wanted the best for me.



To understand more about the lyrics, you may read the meanings below.

ashamed (adjective)	: malu
bad (adjective)	: buruk
become (kata kerja)	: menjadi
care (verb)	: peduli
catching (verb)	: menangkap
crossed the line (phrase)	: melewati batas
enemy (noun)	: musuh
free (noun)	: kebebasan
mean (verb)	: bermaksud
misunderstood (noun)	: salah paham
responsibility (noun)	: tanggung jawab
thought (verb)	: berpikir



### Activity 3

The lyrics are written by a daughter who talks about her and her mother. Read the lyrics again and state whether these statements are true or false. You can discuss with your parents.

*Lirik lagu tersebut ditulis oleh seorang anak perempuan mengenai dia dan ibunya. Bacalah kembali lirik lagu tersebut dan nyatakan apakah pernyataan-pernyataan berikut benar atau salah! Ananda dapat mendiskusikannya bersama orang tua Ananda!*

Statements	True	False
The writer wanted to do some things but her mother didn't give her a permission.	✓	
The mother let the daughter do everything she wanted.		
The mother knew that what the daughter wanted was bad for her future.		
The writer was too young to know what was good or bad.		
The mother and the daughter never agreed about everything.		
In the past, the mother and the daughter talked but they didn't make any agreements of something.		
The daughter has grown up and knew that what her mother said was right.		
The mother and the daughter became friends now.		
After thinking for long time, the daughter finally realized that what she did in the past was right.		
The daughter never forgave her mother.		



### Activity 4

Here are words that describe the writer's personality in the past and at present. Discuss with your partner and put these words in the right column.

Berikut merupakan kata-kata yang mendeskripsikan sifat penulis di masa lalu dan masa kini. Diskusikan bersama rekan Ananda dan tuliskan kata-kata tersebut pada kolom yang tepat!

NO	The writer's personality in the past	The writer's personality at present
1		
2		
3		
4		
5		
6		
7		



### Activity 5

From the song lyrics, we can tell a story about the writer's mother. Complete the story below by choosing the right words from the box. You can discuss it with your friend.

*Dari lirik lagu, kita dapat menceritakan sebuah kisah mengenai ibunda kita. Lengkapi kisah berikut ini dengan memilih kata-kata yang tepat yang terdapat di dalam kotak. Ananda dapat mendiskusikannya dengan teman Ananda.*

angry	asked	cared	could
did	didn't allow	enemy	friend
let	love	mother	realize
thought	understand	went	

When I was a kid, I (1) \_\_\_\_\_ my mother was my (2) \_\_\_\_\_.

She never (3) \_\_\_\_\_ me do anything without her permission. Even when I (4) \_\_\_\_\_ her permission, she (5) \_\_\_\_\_ me to do it.

Once, I (6) \_\_\_\_\_ somewhere without her permission, and she (7) \_\_\_\_\_ find me! I was (8) \_\_\_\_\_.

But now, I (9) \_\_\_\_\_ that I was wrong. She (10) \_\_\_\_\_ it to me because she (11) \_\_\_\_\_ all about me.

Finally, I (12) \_\_\_\_\_ that my mother loves me with her own way. I (13) \_\_\_\_\_ her so much. She is not only my (14) \_\_\_\_\_. She is also my (15) \_\_\_\_\_.



### Activity 6

**Ask your mother or your father about their feelings when you were born. Ask them to help you to complete the song lyrics together. When they read it, do they feel the same?**

*Tanyakan kepada ibu atau ayah Ananda, apa yang mereka rasakan ketika Ananda terlahir ke dunia. Minta mereka untuk membantu Ananda melengkapi lirik lagu ini bersama! Ketika mereka membacanya, apakah mereka merasakan hal yang sama?*

### Isn't She Lovely?

Written and Performed by Stevie Wonder

Isn't she (1) \_\_\_\_\_?

Isn't she (2) \_\_\_\_\_?

Isn't she precious?

Less than one (3) \_\_\_\_\_ old

I never thought through love we'd be

Making one as lovely as she

But isn't she lovely made from (4) \_\_\_\_\_?

Isn't she (5) \_\_\_\_\_?

Truly the angel's best

Boy, I'm so (6) \_\_\_\_\_

We have been heaven blessed

I can't believe what God has done

Through us he's given (7) \_\_\_\_\_ to one

But isn't she lovely made from love

Isn't she lovely?

Life and love are the same

Life is Aisha

The meaning of her (8) \_\_\_\_\_  
Londie, it could have not been done  
(9) \_\_\_\_\_ you who conceived the one  
That's so very lovely made from (10) \_\_\_\_\_

To learn how to pronounce and complete the lyrics above, you may click this  
YouTube link: <https://www.youtube.com/watch?v=uPBvq7yewIk>



### Activity 7

**Together with a friend, tell what the lyrics are about by completing the text below.**

*Bersama dengan teman, ceritakan kembali makna dari lirik lagu di atas dengan melengkapi teks berikut!*

The lyrics tell about a (1) \_\_\_\_\_ who was feeling happy for the birth of his (2) \_\_\_\_\_. He said that his daughter was (3) \_\_\_\_\_. Besides, he also said that his daughter was wonderful. The daughter was less than a (4) \_\_\_\_\_ old, but she could make him so (5) \_\_\_\_\_.

The name of his daughter is (6) \_\_\_\_\_, Aisha Morris. It comes from the Arabic language and roughly translates to "she who lives".

Londie mentioned in these lyrics is Yolanda Simmons, Stevie Wonder's wife and (7) \_\_\_\_\_ of Aisha.

## Let's Check



**Read a part of the song lyrics below and with a friend make a special short letter to your mother by using some words in the song lyrics.**

*Bacalah potongan lirik lagu berikut dan bersama seorang teman buatlah sebuah surat pendek spesial untuk ibunda dengan menggunakan kata-kata dalam lirik lagu berikut!*

### A Song For Mama

Performed by Boys II Men

Written by Babyface, Edmonds Kenneth B

You were there for me to love and care for me

When skies were grey

Whenever I was down

You were always there to comfort me

And no one else can be what you have been to me

You will always be

You will always be the girl in my life for all times

Mama, mama, you know I love you

Oh you know I love you

Mama, mama, you're the queen of my heart

Your love is like tears from the stars (Yes, it is)

Mama, I just want you to know

Lovin' you is like food to my soul

To learn how to pronounce the lyrics above, you may click this YouTube link:

<https://www.youtube.com/watch?v=H8KnHK1NskY>





## Let's Sum up



Here are the activities that we can do to improve the skill in understanding song lyric. Together with your friend, arrange them into a good order.

*Berikut merupakan kegiatan yang dapat kita lakukan untuk memahami sebuah lirik lagu. Bersama dengan temanmu, susunlah pernyataan-pernyataan berikut menjadi susunan yang benar!*

Study how to read the lyrics word by word, phrase by phrase and sentence by sentence in the correct pronunciation, intonation and pauses.

Tell the story you find in the lyrics in your own words (paraphrasing).

Find the message of the lyrics.

1

Read the lyrics of a song carefully.

## Let's Reflect



Let's reflect on what we've learnt in this lesson.

*Mari kita refleksikan apa yang sudah kita pelajari pada pembelajaran ini.*

What is the most interesting activity in this lesson?

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What is the most challenging activity in this lesson?

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What should I learn more?

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What will I do to be better for the next lesson?

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## Answer Key

### Let's Get Ready

Possible answer

Do you love your mother?

- Yes, I do.

Have you ever made her happy?

- Yes, I have.

What will you do to make her smile?

- I will help her to do the house work, like washing dishes.

### Let's Study

#### Activity 1

Read the lyric

#### Activity 2

1. D
2. I
3. F
4. B
5. G
6. H
7. C
8. E
9. J
10. A

### Activity 3


1. True
2. False
3. True
4. True
5. False
6. True
7. True
8. True
9. False
10. False

### Activity 4

The writer's personality in the past	The writer's personality at present
Adventurous	Calm
Bad tempered	Lovable
Energetic	respectful
Impatience	Thoughtful
Rebellious	Wise
spontaneous	

### Activity 5

1. thought
2. enemy
3. let
4. asked
5. didn't allow
6. went
7. could

- 
8. angry
  9. realize
  10. did
  11. cared
  12. understand
  13. love
  14. mother
  15. friend

### **Activity 6**

1. lovely
2. wonderful
3. minute
4. love
5. pretty
6. happy
7. life
8. name
9. without
10. love

### **Activity 7**

1. father
2. daughter
3. pretty
4. minute
5. happy
6. Asha
7. mother

### Let's Check

Sample answer

Dear, my mom.

Thank you for always give your care for me. You always there to comfort me every time I am in a trouble. You are my hero.

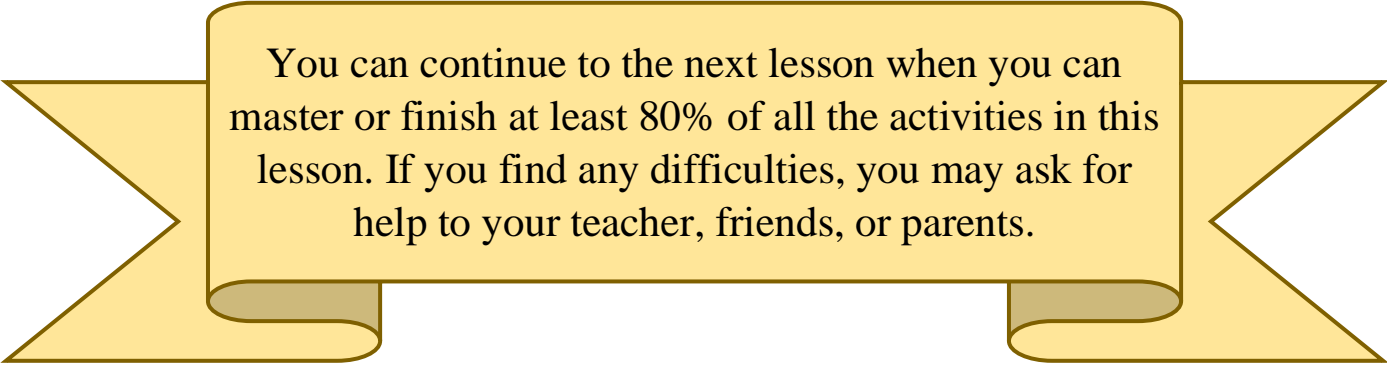
Mom, you know I love you. You are the queen of my heart. I want you to know that loving you is like a food to my soul.

Love you as always,

- Opik

### Let's Sum up

1. Read the lyrics song carefully
2. Study how to read the lyrics word by word, phrase by phrase, sentence by sentence in the correct pronunciation, intonation, and pauses.
3. Find the messages of the lyrics
4. Tell the story you find in the lyrics by your own word (paraphrasing)

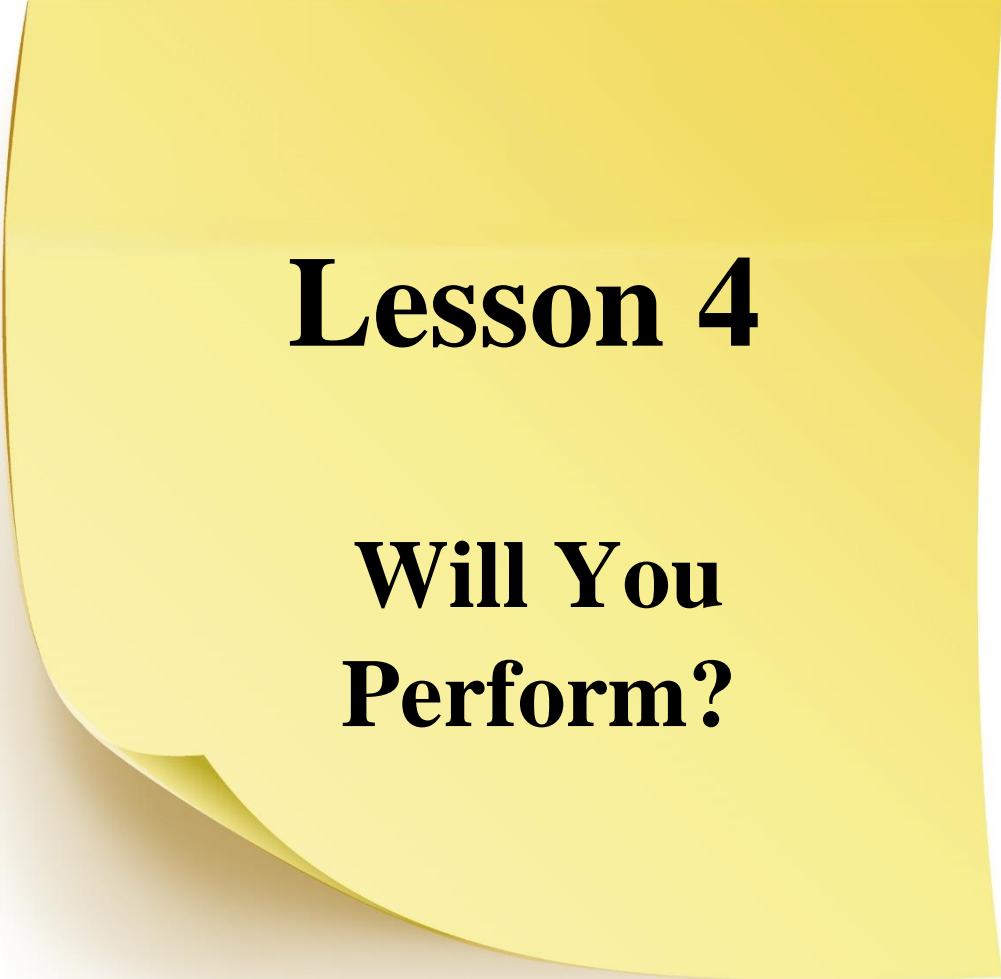


You can continue to the next lesson when you can master or finish at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friends, or parents.



# Lesson 4

## Will You Perform?



At the end of the lesson you will be able to apply your knowledge about social function and language features of song lyrics independently.

## Let's Get Ready

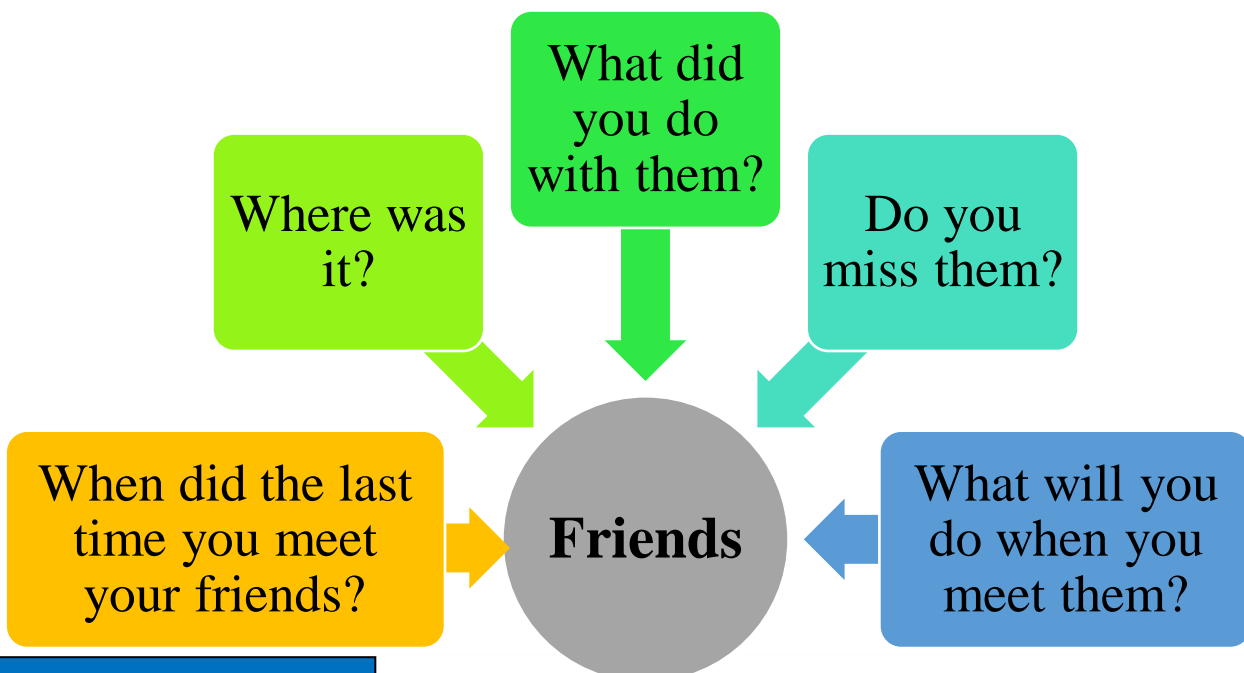


Look at the picture below and answer the questions.

*Perhatikan poster berikut dan jawablah pertanyaan-pertanyaannya!*



Picture 11





## Let's Study



### Activity 1

Listen to the song. Then, arrange the lyrics into the correct order.

*Dengarkan lagu berikut. Lalu, susunlah ke urutan lirik lagu yang benar!*

### True Colors

Written by Billy Steinberg, Tom Kelly

Performed by Anna Kendrick with Justin Timberlake

(from "Trolls" soundtrack)

1

I see your true colors shining  
through, true colors  
I see your true colors  
And that's why I love you  
So don't be afraid to let them show  
Your true colors  
True colors are beautiful  
Like a rainbow  
Oh, like a rainbow

2

Show me a smile then  
Don't be unhappy  
Can't remember when  
I last saw you laughing  
This world makes you crazy  
And you've taken all you can bear  
Just call me up  
'Cause I will always be there

3

You with the sad eyes  
Don't be discouraged, oh, I realize  
It's hard to take courage  
In a world full of people  
You can lose sight of it all  
The darkness inside you  
Can make you feel so small

4

And I see your true colors shining  
through  
I see your true colors  
And that's why I love you  
So don't be afraid to let them show  
Your true colors  
True colors are beautiful

3

—

—

—

To know the lyrics in order and to learn how to pronounce the lyrics above, you may click this YouTube link:

<https://www.youtube.com/watch?v=vR2qjrgbP1w>





### Activity 3

**Listen to your teacher when he/she reads the song lyrics below. Then, fill in the blanks based on what you've heard. You may check the box to find the answers.**

*Dengarkan guru Ananda ketika ia membacakan lirik lagu di bawah ini. Lalu, lengkapi bagian kosongnya berdasarkan apa yang Ananda dengarkan! Ananda dapat melihat ke dalam kotak yang tersedia untuk menemukan jawabannya.*

#### Lean On Me

Written and performed by Bill Withers

#### Sometimes in our lives

We all have (1) \_\_\_\_\_, we all have sorrow.  
But if we are (2) \_\_\_\_\_,  
We know that there's always (3) \_\_\_\_\_.  
Lean on me when you're not (4) \_\_\_\_\_  
And I'll be your (5) \_\_\_\_\_, I'll help you carry on  
For it won't be long, 'Til I'm gonna need (6) \_\_\_\_\_ to lean on.  
Please swallow your (7) \_\_\_\_\_  
If I have things you need to borrow  
For no one can fill those of your (8) \_\_\_\_\_  
That you won't let show.  
You just call on me, (9) \_\_\_\_\_, when you need a hand  
We all need somebody to lean on.  
I just might have a (10) \_\_\_\_\_ that you'll understand,  
We all need somebody to lean on.

To complete the lyrics and to learn how to pronounce the lyrics above, you may click this YouTube link:

<https://www.youtube.com/watch?v=MnqpfBCwhSA>

brother  
pride

friend  
problem  
tomorrow

needs  
somebody  
wise

pain  
strong



#### Activity 4

Compare those two song lyrics and answer the questions below.

*Bandingkan kedua lirik lagu di atas dan jawablah pertanyaan-pertanyaan berikut!*

No	Questions	Song Lyrics 1	Song Lyrics 2
1	What is the title of the song?		
2	Who is the singer?		
3	Who is/are the writer(s)?		
4	What is the theme of the song lyrics?		
5	Write a word or phrase that is interesting to you from the song lyrics		

6. Write in your own words what the song is about for you.

*True Colors* tells about \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Lean on me* tells about \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Activity 5

**One of your friends is a victim of a bully in our school. She doesn't come to school for a couple of days. Imagine that situation and read the song lyrics below.**

*Salah satu teman Ananda adalah seorang korban perundungan di sekolah. Ia tidak datang ke sekolah untuk beberapa hari. Bayangkan situasi seperti itu dan bacalah lirik lagu berikut ini!*

## **You Have More Friends Than You Know**

Written by Jeff Marx and Mervyn Warren

Performed by Glee Cast

We feel, we hear,  
Your pain, your fear

But we're here,  
To say, who you are, Is okay

And you don't have to go through this on your own  
You're not alone

You have more friends than you know

Some who surround you  
Some you are destined to meet

You'll have more love in your life  
Don't let go, give it time

Take it slow

Those who love you the most, may need more time to grow

It's gonna be okay

You have more friends than you know

Be brave, be strong  
You are loved, you belong  
Someday soon, you will see  
You're exactly who you're supposed to be

Be who you are, learn to forgive  
It's not about who you love  
But how you live!

To learn how to pronounce the lyrics above, you may click this YouTube link:  
<https://www.youtube.com/watch?v=Qa3oCG7CyT0>



#### Activity 6

Let's learn to interpret the song lyrics above by answering the questions below. After that, complete the statements below using the information from your answers.

*Mari belajar menafsirkan lirik lengkap sebuah lagu dengan menjawab pertanyaan-pertanyaan berikut ini! Setelah itu, lengkapi pertanyaan-pernyataan di bawahnya menggunakan informasi dari jawaban Ananda!*

- a. What is the title of the song?

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- b. What is the theme of the lyrics?

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---

---

c. To whom are the lyrics addressed?

---

---

---

d. What do the lyrics tell us about?

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---

---

e. What do you think the singer/writer wants to tell through the lyrics?

---

---

---

1. These are the lyrics of the song entitled \_\_\_\_\_.

2. As it is shown by the title, the theme of the lyrics is \_\_\_\_\_.

3. The lyrics are obviously addressed to \_\_\_\_\_.

4. The lyrics tell about the writers who what to cheer up their friend who feel \_\_\_\_\_.  
They remind him/her that he/she is not \_\_\_\_\_.

He/She has more \_\_\_\_\_ than he/she knows.

5. Through the lyrics, the writer wants to say that everything will be \_\_\_\_\_  
because he/she has lots of \_\_\_\_\_.





## Let's Check



**Read the lyrics carefully. Then, answer the questions based on the lyrics provided. After that, use the answers as the guiding points in writing the paragraph related to the lyrics.**

*Bacalah lirik lagu dengan cermat! Lalu, jawablah pertanyaan berdasarkan lirik lagu tersebut dengan benar! Setelah itu, gunakan jawaban Anda sebagai poin-poin panduan dalam menulis paragraf tentang lirik tersebut!*

### **That's What Friends Are For**

Written by Clarence Mcdonald, Fritz Baskett, Deniece Williams, Lani Groves

Performed by Rod Stewart/ Dionne Warwick

And I never thought I'd feel this way

And as far as I'm concerned

I'm glad I got the chance to say

That I do believe, I love you

And if I should ever go away

Well, then close your eyes and try

To feel the way we do today

And then if you can remember

Keep smiling, keep shining

Knowing you can always count on me, for sure

That's what friends are for

For good times and bad times

I'll be on your side forever more

That's what friends are for

Well, you came and opened me  
And now there's so much more I see  
And so by the way I thank you

Oh and then for the times when we're apart  
Well, then close your eyes and know  
The words are coming from my heart  
And then if you can remember

To learn how to pronounce the lyrics above, you may click [this YouTube link:](https://www.youtube.com/watch?v=HyTpu6BmE88)  
<https://www.youtube.com/watch?v=HyTpu6BmE88>

1. What is the title of the song?

---

2. What is the theme of the lyrics?

---

3. To whom are the lyrics addressed?

---

4. What do the lyrics tell us about?

---

5. What do you think the singer/writer wants to tell through the lyrics?

---

*These are the lyrics of the song entitled* \_\_\_\_\_

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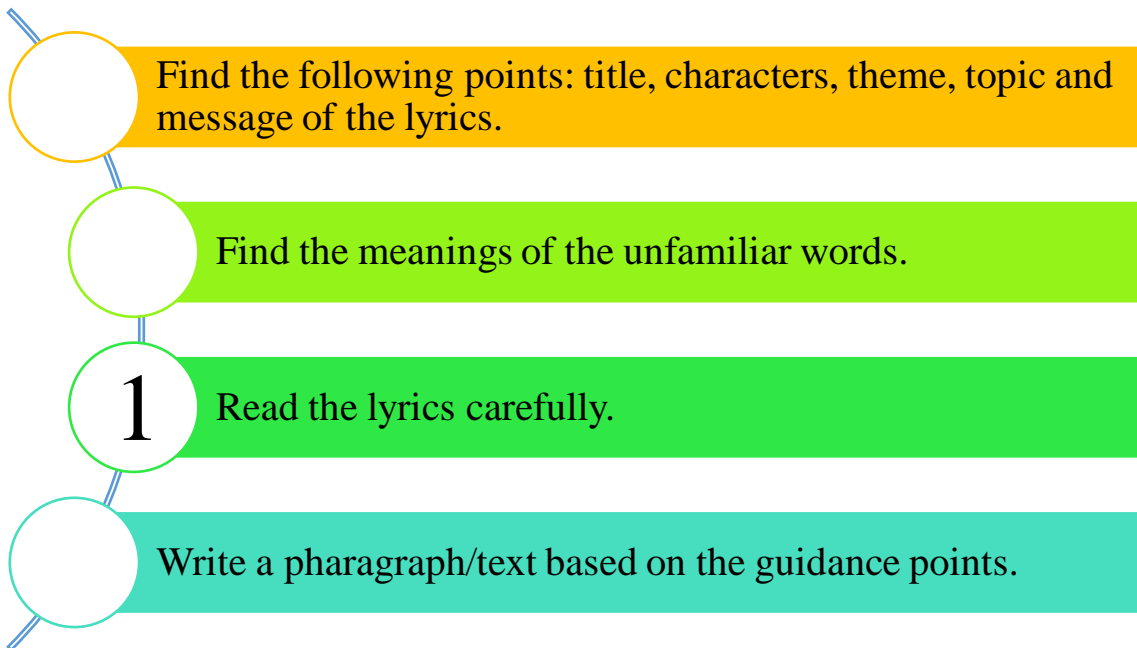
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## Let's Sum up



Read the statements below. Then, put them into the chart in the right order which show the steps in paraphrasing the song lyrics.

*Pelajari pernyataan-pernyataan berikut ini! Letakkan pernyataan-pernyataan tersebut ke dalam bagan yang disediakan agar menjadi urutan langkah yang benar dalam memparafrase lirik lagu!*



Write your answers here.

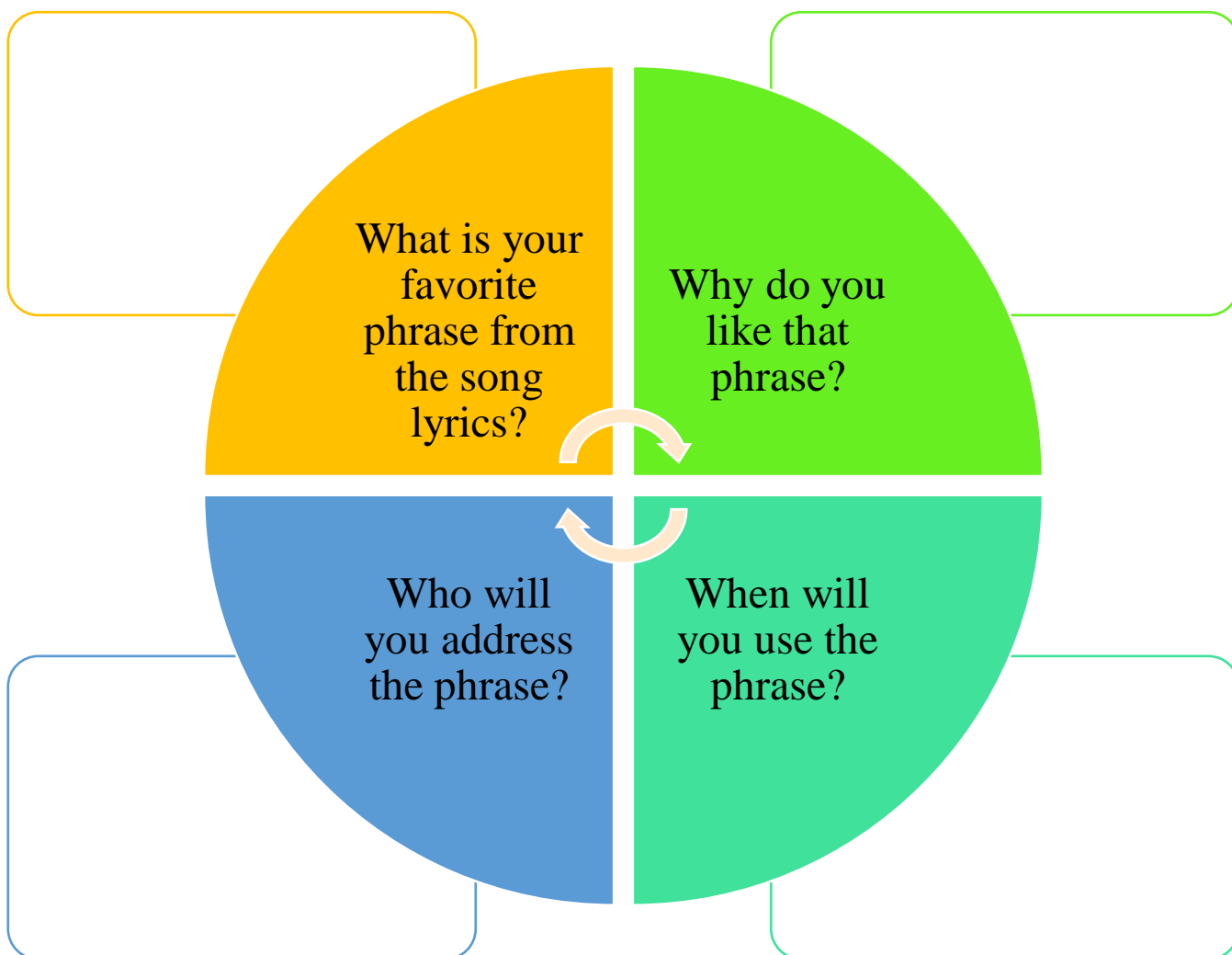
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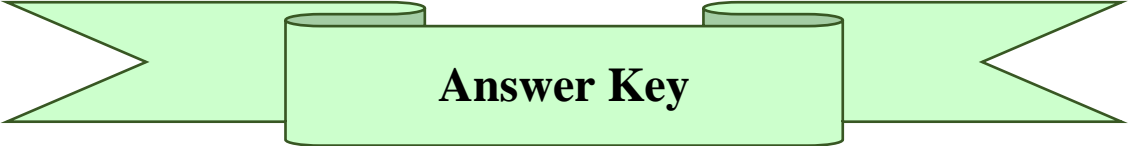
## Let's Reflect



Let's reflect on what we've learnt in this lesson.

*Mari kita refleksikan apa yang sudah kita pelajari pada pembelajaran ini.*



## Answer Key

### Let's Get Ready

Possible answer:

When did the last time you meet your friends?

- 10 months ago

Where was it?

- When we were at school

What did you do with them?

- Studied together, played together

Do you miss them?

- Yes, I do.

What will you do when you meet them?

- Playing together

### Let's Study

#### Activity 1

The order of the song lyric: 3 - 4 - 2 - 1

#### Activity 2

Rewrite a part of the song lyric:

I see your true colors shining through, true colors

I see your true colors

And that's why I love you

So, don't be afraid to let them show

Your true colors

True colors are beautiful

Like a rainbow

### Activity 3

1. pain
2. wise
3. tomorrow
4. strong
5. friend
6. somebody
7. pride
8. needs
9. brother
10. problem

### Activity 4

No	Questions	Song Lyric 1	Song Lyric 2
1	What is the title of the song?	True Colors	Lean on Me
2	Who is the singer?	Anna Kendrick with Justin Timberlake	Bill Withers
3	Who is/are the writer(s)?	Billy Steinberg, Tom Kelly	Bill Withers
4	What is the theme of the song lyric?	Friendship	Friendship
5	Write a word or phrase that is interesting to you from the song lyrics	Students' choice	Students' choice

**True Colors** tells about someone who wants to cheer him/her up by reminding him/her that it's alright to show who he/she is and true to his/her self because his/her true colors are beautiful.

**Lean on me** tells about someone who wants to give a help if his/her friends having a trouble.

### Activity 5

Read the song lyrics

### Activity 6

1. You Have More Friends than You Know
2. friendship
3. to a friend
4. About the writers who want to cheer up their friend who feel sad. They remind him/her that he/she is not alone. He/She has more friends than he/she knows.
5. Everything will be alright because he/she has lots of friends.

1. These are the lyrics of the song entitled You Have More Friends than You Know.
2. As it's shown by the title, the theme of the lyrics is friendship.
3. The lyrics are obviously addressed to a friend.
4. The lyrics tell about the writers who want to cheer up their friend who feels sad. They remind him/her that he/she is not alone. He/She has more friends than he/she knows.
5. Through the lyrics, the writer wants to say that everything will be alright because he/she has lots of friends.

### Activity 7

Sample Answer

These are the lyrics of the song entitled You Have More Friends than You Know. As it's shown by the title, the theme of the lyrics is friendship. The lyrics are obviously addressed to a friend. The lyrics tell about the writers who want to cheer up their friend who feel sad. They remind him/her that he/she is not alone. He/She has more friends than he/she knows. Through the lyrics, the writer wants to say that everything will be alright because he/she has lots of friends.

### Let's Check

1. That's What Friends Are For
2. friendship
3. to a friend
4. The writers want to let their friend know that they love him/her so. He/she can always count on them because that's what friends are for.
5. The writers want to let their friend know that they will be on his/her side for good times and bad times.

### Sample Answer

These are the lyrics of the song entitled That's What Friends Are For. As it's shown by the title, the theme of the lyrics is a friendship. The lyrics are obviously addressed to a friend. The writers want to let their friend know that they love him/her so. He/she can always count on them because that's what friends are for. Through the lyrics, the writers want to let their friend know that they will be on his/her side for good times and bad times.

### Let's Sum up

1. Read the lyrics carefully.
2. Find the meanings of the unfamiliar words.
3. Find the following points: title, characters, theme, topic and message of the lyrics.
4. Write a paragraph/text based on the guidance points.

You can continue to the next module when you can master or finish at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friends or parents.





# Evaluasi

## I. Choose the correct answer.

*Pilihlah jawaban yang benar!*

### **I Believe I Can Fly**

Written and Performed by R. Kelly


I used to think that I could not go on  
And life was nothing but an awful song  
But now I know the meaning of true love  
I'm leaning on the everlasting arms

If I can see it, then I can do it  
If I just believe it, there's nothing to it

I believe I can fly  
I believe I can touch the sky  
I think about it every night and day  
Spread my wings and fly away  
I believe I can soar  
I see me running through that open door  
I believe I can fly

To learn how to pronounce the lyrics above, you may click this YouTube link:

<https://www.youtube.com/watch?v=GIQn8pab8Vc>

- 
1. What is the song about?
    - A. Confidence to face the fears.
    - B. The birds who learn to fly.
    - C. Life is an awful song.
    - D. Running through the open door.
  
  2. What did the writer feel at the beginning?
    - A. The writer was brave
    - B. The writer thought he could not do anything
    - C. The writer felt he could fly
    - D. The writer could touch the sky
  
  3. What did the writer feel at the end?
    - A. The writer could face his fear
    - B. The writer could fly.
    - C. The writer could touch the sky.
    - D. The writer could spread his wing.
  
  4. Which one is a past verb?
    - A. Fly.
    - B. Touch.
    - C. Could.
    - D. Know.
  
  5. Which one is a noun?
    - A. Believe.
    - B. Can.
    - C. Fly.
    - D. Wings.

## You've Got A Friend


Written and Performed by Carole King

When you're down and troubled,  
And you need some love and care,  
And nothing, nothing is going right  
Close your eyes and think of me,  
And soon I will be there  
To brighten up even your darkest night.

You just call out my name  
And you know wherever I am  
I'll come running to see you again  
Winter, spring, summer or fall  
All you have to do is call  
And I'll be there  
You've got a friend

To learn how to pronounce the lyrics above, you may click this YouTube link:  
<https://www.youtube.com/watch?v=BcJbzuyp6VY>

6. What is the theme of the song lyrics?
- A. Family.
  - B. Spirit.
  - C. Interest.
  - D. Friendship.

- 
7. Who is this song for?
- A. A mother.
  - B. A friend.
  - C. A brother.
  - D. A cat.
8. What is the message of the song?
- A. When we are sad, we can call our friend.
  - B. Closing our eyes cannot solve our problems.
  - C. We do not need love and care.
  - D. A friend will come in summer.
9. Which one is a adjective?
- A. Friend.
  - B. Call.
  - C. Fall.
  - D. Darkest.
10. Which one is a noun?
- A. Close.
  - B. Need.
  - C. Summer.
  - D. Call.

**II. Do you remember this song? We've discussed it in Lesson 3. Now, find the word class from the song lyrics.**

*Ingat dengan lagu ini? Kita telah mendiskusikannya di Pembelajaran 3. Sekarang, temukan kelompok kata yang ada pada lirik lagu berikut!*

No	Word Class	Song Lyric	Word Class
1	<b>Pronoun</b> she, my, me, I, you	<b>She</b> used to be <b>my</b> only <b>enemy</b> and never <b>let me</b> be <b>free</b>	<b>Adjective</b> free, bad
	<b>Noun</b> enemy, places, day, line, friend	Catching <b>me</b> in <b>places</b> that <b>I</b> knew <b>I</b> shouldn't be Every other <b>day</b> <b>I</b> <b>crossed</b> the <b>line</b> <b>I</b> <b>didn't mean</b> to be so <b>bad</b> <b>I</b> never <b>thought you</b> would <b>become</b> the <b>friend</b> <b>I</b> never <b>had</b>	<b>Verb</b> used, let, crossed, didn't mean, thought, become, had
2	<b>Pronoun</b>	Back then I didn't know why Why you were misunderstood mama	<b>Adjective</b>
	<b>Noun</b>	So now I see through your eyes All that you did was love	<b>Verb</b>
3	<b>Pronoun</b>	Mama I love you Mama I care	<b>Adjective</b>
	<b>Noun</b>	Mama I love you Mama my friend You're my friend	<b>Verb</b>
4	<b>Pronoun</b>	I didn't want to hear it then but I'm not ashamed to say it now	<b>Adjective</b>
	<b>Noun</b>	Every little thing you said and did was right for me I had a lot of time to think about, about the way I used to be Never had a sense of my responsibility	<b>Verb</b>

No	Word Class	Song Lyric	Word Class
5	Pronoun	Back then I didn't know why Why you were misunderstood	Adjective
	Noun	So now I see through your eyes All that you did was love	Verb

1. This song was written by Eric Clapton when his 4-years-old boy passed away. Try to write what the song is about in your own words.

*Lagu ini ditulis oleh Eric Clapton ketika anak lelakinya yang berusia 4 tahun meninggal dunia. Cobalah untuk menuliskan makna dari lirik lagu berikut dengan menggunakan kata-kata Ananda sendiri!*

### Tears In Heaven

Written and Performed by Eric Clapton

Would you know my name, if I saw you in heaven?

Would it be the same, if I saw you in heaven?

I must be strong and carry on

'Cause I know I don't belong, here in heaven

Would you hold my hand, if I saw you in heaven?

Would you help me stand, if I saw you in heaven?

I'll find my way through night and day

'Cause I know I just can't stay, here in heaven

To learn how to pronounce the lyrics above, you may click this YouTube link:

<https://www.youtube.com/watch?v=ZqtyQuXo9zM>

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## Kunci Jawaban Evaluasi

- **Pilihan Ganda**

No	Jawaban	Pembahasan
1	A	Keseluruhan isi lagu berisi mengenai kepercayaan diri seseorang dalam menghadapi semua ketakutan dan kekhawatiran.
2	B	Pada awal lagu diceritakan bahwa penulis merasa takut untuk melakukan banyak hal
3	A	Pada akhirnya, diceritakan bahwa penulis dapat mengalahkan ketakutannya.
4	C	Satu-satunya pilihan yang merupakan kata kerja dalam bentuk lampau adalah “could” yang merupakan bentuk lampau dari “can”.
5	D	Satu-satunya pilihan yang merupakan kata benda adalah “wings” – sayap. Sedangkan pilihan lainnya merupakan kata kerja.
6	D	Tema yang sesuai dengan isi lagu tersebut adalah persahabatan.
7	B	Lagu tersebut ditujukan untuk seorang teman.
8	A	Pesan yang dapat diperoleh dari lirik tersebut adalah kita dapat menghubungi teman kita ketika sedang merasa sedih.
9	D	Kata yang merupakan kata sifat adalah “darkest”, paling gelap
10	C	Kata yang termasuk kata benda adalah “Summer”, Musim Panas.

• **Isian**

Kata-kata yang termasuk dalam kelompok:

Kata ganti (pronoun) : kata yang menggantikan nama, benda, dkk.

kata benda (nouns) : kata yang menunjukkan sebuah benda, nama, dkk.

Kata Sifat (adjective) : kata yang menerangkan kata benda.

Kata kerja (verbs) : kata yang menunjukkan sebuah aktivitas.

No	Word Class	Song Lyric	Word Class
1	<b>Pronoun</b> she, my, me, I, you	<b>She</b> used to be <b>my</b> only <b>enemy</b> and never <b>let me</b> be <b>free</b>	<b>Adjective</b> free, bad
	<b>Noun</b> enemy, places, day, line, friend	Catching <b>me</b> in <b>places</b> that <b>I</b> knew <b>I</b> shouldn't be Every other <b>day</b> <b>I</b> <b>crossed</b> the <b>line</b> <b>I</b> <b>didn't mean</b> to be so <b>bad</b> <b>I</b> never <b>thought you</b> would <b>become</b> the <b>friend</b> <b>I</b> never <b>had</b>	<b>Verb</b> used, let, crossed, didn't mean, thought, become, had
2	<b>Pronoun</b> I, you, your	Back then I didn't know why Why you were misunderstood mama	<b>Adjective</b> misunderstood
	<b>Noun</b> mama, eyes, love	So now I see through your eyes All that you did was love	<b>Verb</b> didn't know, see, did
3	<b>Pronoun</b> I, you, my	Mama I love you Mama I care	<b>Adjective</b> -
	<b>Noun</b> Mama, friend	Mama I love you Mama my friend You're my friend	<b>Verb</b> Love, care
4	<b>Pronoun</b> I, it, you, me, my	I didn't want to hear it then but I'm not ashamed to say it now	<b>Adjective</b> ashamed, right



No	Word Class	Song Lyric	Word Class
	<b>Noun</b> Thing, time, sense, responsibility	Every little thing you said and did was right for me I had a lot of time to think about, about the way I used to be Never had a sense of my responsibility	<b>Verb</b> didn't want, hear, say, said, did, had, think, used
5	<b>Pronoun</b> I, you, your	Back then I didn't know why Why you were misunderstood So now I see through your eyes All that you did was love	<b>Adjective</b> misunderstood
	<b>Noun</b> eyes, love		<b>Verb</b> didn't know, were, see, did

- **Essay**

Sample Answer

These are the lyrics of the song entitled Tears in Heaven. After we read the song lyrics, the theme of the lyrics is about family. The lyrics are addressed to the writer's son who died. The writer wants to communicate with his son one day when they meet in heaven. Through the lyrics, the writer shows his sadness about the loss of his son.



## Glosarium

absolutely (adverb)	: benar-benar
academy award (noun)	: hadiah tahunan yang diberikan untuk film terbaik atau semua yang terlibat di film tersebut
action (noun)	: tindakan
adjective(noun) benda	: kata sifat atau kata yang menjelaskan keadaan suatu benda
adult(noun)	: orang dewasa
ashamed (adjective)	: malu
attempt (verb)	: mencoba
bad (adjective)	: buruk
bear (noun)	: beruang
become (verb)	: menjadi
bee (noun)	: lebah
big (adjective)	: besar
bird (noun)	: burung
bite (noun)	: gigitan
brave (adjective)	: berani
bright (adjective)	: terang
bring (verb)	: bawakan
buzzed (adjective)	: berdengung
capable (adjective)	: mampu
care (verb)	: peduli
catching (verb)	: menangkap
characters (noun)	: sifat atau watak seseorang atau benda
cold (adjective)	: dingin

comparative adjectives (noun) : kata kata sifat yang digunakan untuk membandingkan dua obyek

confidence (noun)	: kepercayaan diri
conflict(noun)	: pertentangan
cool (adjective)	: sejuk
crossed the line (pharse)	: melewati batas
cry (verb)	: menangis
current moment (noun)	: situasi ini
dark (adjective)	: gelap
day (noun)	: sehari
debut (noun)	: debut, pertunjukan
deep (adjective)	: dalam
despite (adjective)	: marah
dialogue(noun)	: percakapan antara dua orang
enemy (noun)	: musuh
family (noun)	: keluarga
family(noun)	: keluarga utama yang terdiri dari ayah ibu dan anak
fast (adjective)	: cepat
faster (adjective)	: lebih cepat
fighter (noun)	: pejuang
fire (noun)	: api
fitting (adjective)	: cocok, tepat
fixture (noun)	: perlengkapan
fox (noun)	: rubah
free (adjective)	: bebas
free (noun)	: kebebasan
friendship(noun)	: pertemanan
get back up (verb)	: bangkit kembali
glider (noun)	: penggiling
glow up (verb)	: bersinar

grand (adjective)	: besar
gratitude(noun)	: terima kasih
happiness (noun)	: kebahagiaan
hard (adjective)	: keras
harder (adjective)	: lebih kuat
hare (noun)	: kelinci
hear (verb)	: mendengar
hear (verb)	: mendengar
hobby (noun)	: kegiatan yang merupakan kesukaan
hold (verb)	: memegang (berada di dalam hati)
hot (adjective)	: panas
house (noun)	: rumah
ice (noun)	: es
identity(noun)	: informasi yang dimiliki seseorang yang membedakan dengan yang lain
intonation (noun)	: naik turunnya suara
know (verb)	: mengetahui
learn (verb)	: mempelajari
let (verb)	: biarkan
letter (noun)	: surat
light (adjective)	: terang
light up (verb)	: menyalakan
line (noun)	: garis
long (kata sifat)	: panjang
lyric(noun)	: kata kata dalam lagu
mean (adjective)	: jahat
mean (verb)	: bermaksud
melody (noun)	: melodi
message (noun)	: pesan dari lagu yang ingin disampaikan penulis liriknya
misunderstand (verb)	: salah paham

mouse (noun)	: tikus
movie (noun)	: film
music (noun)	: suara dari alat music atau dipadukan dengan suara manusia yang beirama
nails (noun)	: kuku jari
neat (adjective)	: rapi
nice (adjective)	: baik
noun (noun)	: kata benda
old (adjective)	: tua
opportunity (noun)	: kesempatan
ox (noun)	: seekor lembu
past verbs (noun)	: kata kerja bentuk lampau
picture (noun)	: gambar
play (noun)	: permainan
present verbs (noun)	: kata kerja bentuk sekarang
pretty (kata sifat)	: cantik
pronoun (noun)	: kata ganti
pronunciation (noun)	: pengucapan
pure (adjective)	: murni
queen (noun)	: ratu
quiet (adjective)	: senyap
recorded (noun)	: rekaman
releasing (verb)	: merilis
remember (adjective)	: ingatlah
responsibility (noun)	: tanggung jawab
rewrite (verb)	: menulis kembali
right (adjective)	: benar
road (noun)	: jalan
royal (adjective)	: mewah
say (verb)	: berkata

scary (adjective)	: menakutkan
set (verb)	: mengatur
sharp (adjective)	: tajam
shining (verb)	: menyinari
silly (adjective)	: konyol
sing (verb)	: bernyanyi
singer (noun)	: penyanyi
skin (noun)	: kulit
sly (adjective)	: licik
smarter (adjective)	: lebih pintar
smooth (adjective)	: halus
song (noun)	: lagu
soundtrack (noun)	: musik yang ada di film
spirit (noun)	: semangat
stealth (adjective)	: sembunyi-sembunyi
straight (adjective)	: lurus
strong (adjective)	: kuat
stronger (adjective)	: lebih kuat
sugar (noun)	: gula
superlative adjectives (noun)	: kata sifat tingkat yang terbaik
surprised (verb)	: terkejut
sweet (adjective)	: manis
syllable (noun)	: suku kata
teenage(noun)	: remaja
temporary (adjective)	: sementara
the night (noun)	: malam
the sea (noun)	: laut
the sun (noun)	: matahari
thought (verb)	: berpikir

ticker (adjective)	: lebih tebal
tiger (noun)	: macan
time (noun)	: waktu
title (noun)	: judul
toad (noun)	: kodok
tooth (noun)	: gigi
travel (verb)	: berpetualang
tree (noun)	: pohon
ugly (adjective)	: jelek
unprecedentedly (adverb)	: belum pernah terjadi sebelumnya
verb (noun)	: kata kerja
vibe (noun)	: getaran
warm (adjective)	: hangat
watch (verb)	: perhatikan
whale (noun)	: seekor paus
wiser (adjective)	: lebih bijaksana
wolf (noun)	: srigala
word (noun)	: kata
work (verb)	: bekerja
writer (noun)	: penulis



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## Daftar Sumber Gambar

Pictures	Source
Layout 1	<a href="https://pngtree.com/freepng/color-pencil-border_3301596.html">https://pngtree.com/freepng/color-pencil-border_3301596.html</a>
Layout 2	<a href="https://pngtree.com/freepng/cartoon-notes-handy-stickers_5503744.html">https://pngtree.com/freepng/cartoon-notes-handy-stickers_5503744.html</a>
Layout 3	<a href="https://pngtree.com/freepng/business-business-sticker-long-strip-sticker-post-it-notes_3962432.html">https://pngtree.com/freepng/business-business-sticker-long-strip-sticker-post-it-notes_3962432.html</a>
Layout 4	<a href="https://pngtree.com/freepng/paper-notes-isolated-vector-set-sticky-note-paper-for-noticeboard-with-curl-corner-illustration-colored-sticker-bank-with-curl-corner_5317301.html">https://pngtree.com/freepng/paper-notes-isolated-vector-set-sticky-note-paper-for-noticeboard-with-curl-corner-illustration-colored-sticker-bank-with-curl-corner_5317301.html</a>
Picture 1	<a href="https://www.amazon.com/Coco-Disney-Poster-Regular-Guitar/dp/B0778TCM9Q">https://www.amazon.com/Coco-Disney-Poster-Regular-Guitar/dp/B0778TCM9Q</a>
Picture 2	<a href="https://www.imdb.com/title/tt1301264/">https://www.imdb.com/title/tt1301264/</a>
Picture 3	<a href="https://lumiere-a.akamaihd.net/v1/images/p_frozen_18373_3131259c.jpeg?region=0,0,540,810&amp;width=480">https://lumiere-a.akamaihd.net/v1/images/p_frozen_18373_3131259c.jpeg?region=0,0,540,810&amp;width=480</a>
Picture 4	<a href="https://disney.fandom.com/wiki/Remember_Me_(song)?file=Coco-27.png">https://disney.fandom.com/wiki/Remember_Me_(song)?file=Coco-27.png</a>
Picture 5	<a href="https://www.disneyclips.com/lyrics/coco-remember-me-reunion.html">https://www.disneyclips.com/lyrics/coco-remember-me-reunion.html</a>
Picture 6	<a href="https://disney.fandom.com/wiki/Remember_Me_(song)?file=Coco-27.png">https://disney.fandom.com/wiki/Remember_Me_(song)?file=Coco-27.png</a>
Picture 7	<a href="https://vignette.wikia.nocookie.net/disney/images/9/99/Remember_Me_-_Hector_%26_Coco.png/revision/latest/scale-to-width-down/514?cb=20180320173734">https://vignette.wikia.nocookie.net/disney/images/9/99/Remember_Me_-_Hector_%26_Coco.png/revision/latest/scale-to-width-down/514?cb=20180320173734</a>
Picture 8	<a href="https://www.cosmopolitan.co.id/newtest/vrgallery/images/whNEJ1_BTS%20Dynamite%201.jpeg">https://www.cosmopolitan.co.id/newtest/vrgallery/images/whNEJ1_BTS%20Dynamite%201.jpeg</a>
Picture 9	<a href="https://i.pinimg.com/originals/42/1e/6d/421e6d1bce7af3db0a70b6872043e9ce.jpg">https://i.pinimg.com/originals/42/1e/6d/421e6d1bce7af3db0a70b6872043e9ce.jpg</a>
Picture 10	<a href="https://pngtree.com/freepng/mother-maternal-love-son_3935813.html">https://pngtree.com/freepng/mother-maternal-love-son_3935813.html</a>
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